THE UNITED STATES

ITS HISTORY, GOVERNMENT AND INSTITUTIONS

HOWARD AND BROWN

THE UNITED STATES
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George Washington, "The Father of His Country"

THE UNITED STATES
ITS HISTORY, GOVERNMENT AND INSTITUTIONS

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PRINTED IN THE UNITED STATES OF AMERICA

DEDICATED TO

THE UNSELFISH MOULDERS OF TRUE CITIZENS

THE PUBLIC SCHOOL TEACHERS

OF THE UNITED STATES

PREFACE

This book is the outgrowth of many years of practical experience in educational work among our immigrant population. Much of the material found here has been written to meet the needs of classes conducted under the supervision of one or other of the authors. It has been tested thoroughly in the evening schools of several cities and towns and enthusiastically endorsed. Thus the authors have been encouraged to revise and enlarge the scope of the lessons and to make them available for general use.

The work has been carried out in the hope that it may contribute to inspiring a love for, and a knowledge of, American history, government, and institutions on the part of our future citizens. It aims to be a reader expressed in simple language for students beyond the elementary grade. It does not pretend to be an exhaustive treatise upon any one of the important topics with which it deals. It is not written to present a vast body of dry facts, but the authors have aimed to put into interesting and intelligible form a sufficient number of fundamental facts about the history of our country and its government and institutions to give those who read the book an intelligent and adequate conception of what our country is and what it stands for. The authors believe that along with such a conception there will develop a love for the country itself and an appreciation of the principles upon which the stability and worth of its government are seen to depend.

The book is the joint effort of two men whose long

acquaintance with the educational and other needs of our immigrant population has given them sympathy with the immigrants, led them to a high appreciation of the excellent qualities found in a vast majority of these citizens in the making, and stimulated their desire to give our newcomers a really helping and guiding hand. The material presented is designed to give these people a proper knowledge of their civic rights, duties, and obligations. To help promote their prosperity and happiness and to aid them in making their proper contribution to the welfare of the America of the future is to the authors a real joy.

The book is submitted to the public in the hope that it may abundantly justify its existence and have an honorable part in helping to supply the need that caused it to be written.

D. H.
S. J. B.

SUGGESTIONS TO TEACHERS

Interest is the key to success in teaching. If you can lead your pupils to become interested in their studies, they will learn. If, in addition, these studies deal with the most fundamental and the most important things in their lives, then you have a task supreme in importance and unparalleled in inspiration and attraction.

The teacher of foreign-born pupils or of ambitious natives whose early years were spent where the opportunities and advantages of education were not given them in liberal measure has an enviable privilege in these respects. You, fellow teachers, have this privilege in your opportunity to interest and instruct your pupils in the fundamental subject of their right relations to their daily tasks, their families, their friends, their neighbors, and the industrial, social, and political organization and administration of their local community and their state and nation.

The ultimate goal of this instruction is the development of intelligent, vigorous, active, patriotic American citizenship. The future welfare of your particular state and of our great nation as a whole is identified in large measure with the welfare of the foreign-born men, women, and children who constitute so large a part of our population. These must receive particular attention.

The present and the future are the result and outgrowth of the past. Therefore, seek first to know the past life of your pupils, whether that life has been lived in distant lands or in the less favored portions of our own land. Use this as the foundation upon which to build the future interests, ideals, and purposes of your pupils. Disparage

nothing that is good in the traditions of the life behind them. Displace everything that is undesirable in the old life by making attractive, appreciated, and loved the ideals of the new American life into which it is your happy privilege to lead them. Seek also to learn with equal care all that concerns the present life of your pupils in the home, in the shop, in society. Learn their likes and dislikes, their interests and aversions. Then lead by friendly advice and skillful suggestion to a knowledge of the best and wisest conduct on all occasions. Teach the foundation principles of health, morals, behavior, and duty as essentials for personal success and happiness as well as good citizenship.

In taking up the chapters on the institutions and government of the United States, compare the past and present experiences of your pupils with the experiences that the future is likely to bring in the process of adjusting their lives to the government and institutions under which they are henceforth to live. Deal little with abstract principles, but much with concrete and personal application of the principles that must direct their lives as good citizens. Let the pupils themselves apply the principles you teach to the life of the community in which they live. Lead them to see the significance and the worth to them personally and to the community generally of law and order, of schools and libraries, and of the agencies by which education, government, and social customs are guided and supported. Show your pupils that their best interests agree with the interests of their neighbors, that their happiness and welfare are promoted most and best when their fellows are also made happy, contented, and prosperous. Goodwill and friendship are the cement of good government and the surest guarantee of private prosperity and happiness.

Avoid the purely catechism method of training your

pupils for the naturalization tests. The organization of the Federal and state governments should be taught directly from copies of their respective constitutions in the hands of the pupils. The material herein presented has been designed to furnish our future citizens with an intelligent understanding of the history and the principles of our government. The Federal naturalization laws require that applicants for citizenship be familiar with this material. Your pupils will seek such information. During the school year conduct mock naturalization hearings as realistically as they can be made. Fellow pupils should act as witnesses for applicants for naturalization. The teacher, of course, should be familiar with the manner in which such hearings are actually conducted in court.

The method of instruction should be based on observation of the making and the working of laws in your community as well as in the nation, and developed through class discussions. Let the pupils do most of the talking. Reading should be supplementary. Bring into the classrooms newspapers, clippings containing announcements of legislation, documents, ballots, pictures, and everything available that will help make more vivid and real the conceptions you wish to develop.

Seek through the recitation evidence that your efforts to impart information and guidance have been successful. Questions have been provided for this purpose at the close of each chapter. From time to time invite speakers to explain to your pupils the work of various government departments and to give inspirational talks. In order to teach simple parliamentary procedure, have a class organization with elected officers.

Always assume that your pupils are honest, sincere, worthy of your best efforts, and destined to play an important and honorable place in the life of their and your United States of America.

CONTENTS

PAGE

PREFACE vii
SUGGESTIONS TO TEACHERS ix

INTRODUCTION 3

PART I

AMERICAN HISTORY

CHAPTER

I. COLUMBUS AND THE DISCOVERY OF AMERICA 7
II. EARLY SPANISH EXPLORERS 15
III. FERNANDO DE MAGELLAN 19
IV. ENGLISH EXPLORERS 22
V. FRENCH EXPLORERS 25
VI. SETTLEMENTS IN THE UNITED STATES 29
VII. THE FIRST WRITTEN CONSTITUTION 44
VIII. LIFE IN THE COLONIES 48
IX. WARS WITH THE FRENCH COLONIES 59
X. EARLY LIFE OF GEORGE WASHINGTON 65
XI. CAUSES OF THE REVOLUTION 70
XII. THE REVOLUTIONARY WAR 73
XIII. NATHAN HALE 87
XIV. SOME GOOD FRIENDS OF AMERICA 96
XV. PRESIDENT WASHINGTON 100
XVI. THOMAS JEFFERSON 104
XVII. BENJAMIN FRANKLIN 109
XVIII. THE WAR FOR THE FREEDOM OF THE SEAS 117
XIX. THE MEXICAN WAR 120
XX. ABRAHAM LINCOLN 122
XXI. ULYSSES S. GRANT 131
XXII. WILLIAM MCKINLEY 137
XXIII. THEODORE ROOSEVELT 142
XXIV. GREAT AMERICAN ACHIEVEMENTS 150
XXV. AMERICA IN THE WORLD WAR 160

PART II

AMERICAN GOVERNMENT

CHAPTER		PAGE
I.	The Constitution of the United States	179
II.	The Legislative Department	203
III.	The Executive Department	217
IV.	The Judicial Department	229
V.	State and Local Government	232
VI.	City or Municipal Government	244
VII.	Political Parties	255
VIII.	Law and Justice	263
IX.	Education	270
X.	Useful and Respected Citizens	284
XI.	Naturalization	294
XII.	Religion	306
XIII.	Employment	308
XIV.	Business Methods	314
XV.	The United States Postal Service	323
XVI.	Days to Remember	333
XVII.	The United States Flag	334
	Index	341

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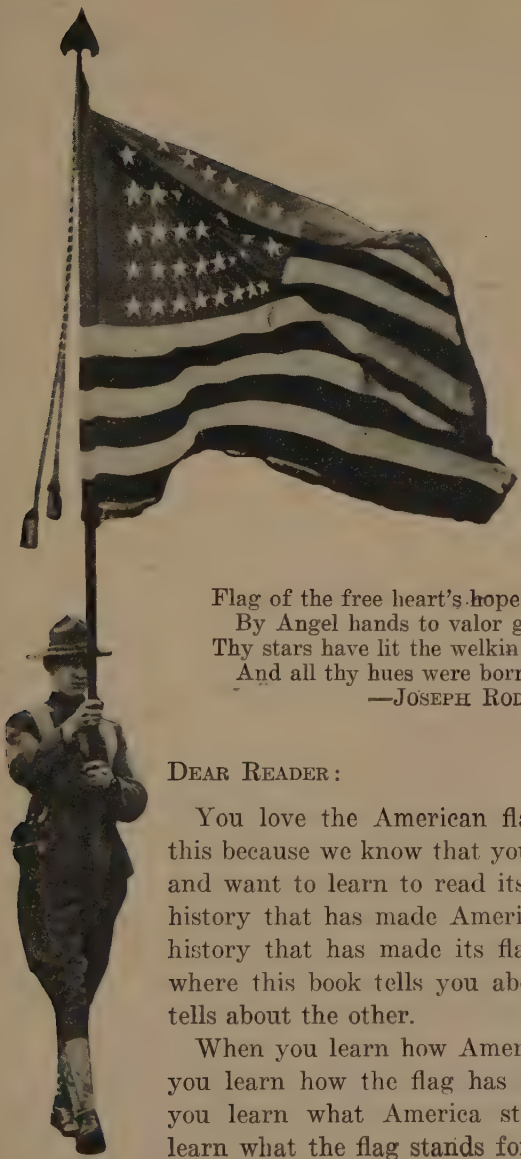


Flag of the free heart's hope and home,
By Angel hands to valor given;
Thy stars have lit the welkin dome,
And all thy hues were born in heaven.
—JOSEPH RODMAN DRAKE.

DEAR READER:

You love the American flag. We know this because we know that you love America and want to learn to read its history. The history that has made America is the same history that has made its flag. Therefore, where this book tells you about the one, it tells about the other.

When you learn how America has grown, you learn how the flag has grown. When you learn what America stands for, you learn what the flag stands for.

This flag stands for everything that we love. It stands for freedom; it stands for opportunity; it stands for a government under which the people make their own laws and choose the men and women whom they want to govern them.

Let us read the following pages together. They tell us how our country came to be what it is. They tell us of the hardships and struggles, the achievements and successes of those who have helped to make the United States of America. They show us why it is a good country to live in. They show us also how we can help to make our good country a still better one. We hope you will enjoy reading and studying what we have enjoyed writing.

THE AUTHORS

PART I

AMERICAN HISTORY

CHAPTER I

COLUMBUS AND THE DISCOVERY OF AMERICA

> Columbia, Columbia, to glory arise,
> The queen of the world and the child of the skies.
> —TIMOTHY DWIGHT.

Knowledge of the World in the Fifteenth Century.—The real history of America began when the New World was discovered by Christopher Columbus in 1492. Fifty years before that time the inhabitants of Europe knew very little about any peoples outside their own continent. They knew something about the countries of northern Africa, because those countries bordered on the Mediterranean Sea. It was easy for the Europeans to visit them in their boats. They also knew something about India, for European traders purchased all sorts of goods that were brought to them from India and beyond.

Marco Polo.—Marco Polo, a traveler from Venice, had returned to Europe in 1295 with wonderful stories about the countries he had visited in Asia. He had spent many years in China and had learned something of Japan. Such stories furnished all the information that Europeans had about distant countries. No ships then crossed the Atlantic Ocean, and no man in Europe knew that America existed.

How did Europeans happen to discover this New World? They did it while trying to find a new route to India.

Trade with India.—Before the year 1453 three routes between Europe and Asia were used by the traders. The merchants of Genoa used one. Their ships went to Con-

stantinople, where they met traders that had come overland by caravan from Central Asia. These caravans brought silks, spices, perfumes, pearls, and precious stones from India and neighboring countries. The merchants of Venice used the other two routes. Some of their vessels went to Alexandria and Cairo, in Egypt, where they met traders who brought them goods received from India by way of the Red Sea and the waters beyond. Others

TRADE ROUTES BETWEEN EUROPE AND THE EAST IN THE FIFTEENTH CENTURY

went to Antioch, where they met caravans that had come from the head of the Persian Gulf across the Arabian desert.

In 1453 the Turks from Asia captured the city of Constantinople. The Turks were enemies of the Christians, and they would not let the ships of Genoa come to their city to trade with the caravans. So the trade of Genoa was ruined. The Turks continued to move by land and sea towards the Red Sea. Venice saw that in a few years her route would be in the hands of the Turks

and her trade also would be ruined. The people of Europe knew that they must stop trading with India or find a new route to that country.

The king of Portugal thought that ships could go around Africa and reach India in that way. He did not think that Africa was as large as it really is. When his sailors went a long distance down the west coast without coming to the end, they became frightened and discouraged and returned home. They feared they could never reach India in that way, and even if they could, they thought the route would be too long and dangerous. They wondered whether anyone could find a shorter route.

Columbus.—Christopher Columbus said he believed he could find a shorter way to India by sailing west across the Atlantic Ocean. Nearly everybody thought this a foolish idea. There were a few learned men in Europe who believed the earth to be round like a ball. Columbus had studied geography, and he, too, believed the earth to be round. Most people at this time, however, were positive that the earth was flat like the top of a table. When one reached the edge of it, down he dropped. No one knew where he went.

If the earth were round, Columbus was sure a ship could sail around it and reach countries on the other side of it. So he felt certain that he could find India in that way. He was a sailor and had made many voyages. He was not afraid to sail out upon the great ocean where no ship had ever sailed before.

But Columbus was a poor man. He had no money and no ships. He asked the people of his native city, Genoa, to help him, but they thought he was crazy. Then he went to Portugal to get help from the king of that country. The king would do nothing for him. He next went to Spain and for eight years tried to get help from Ferdinand and Isabella, then king and queen. The learned

men laughed at him, and the king and queen could not be interested because they were too busy with their war against the Moors, who still held a part of their country. When at last the war was over, they had more time to listen to Columbus, but he could not persuade them to help him. He was discouraged and decided to go to France. But just as he was about to set out, some friends sent for him. They had persuaded Queen Isabella to give him help. Other friends in Palos lent him money, and soon he had three small ships ready to sail. He had much trouble in finding sailors brave enough to go with him. Few people would take such an awful risk. But at last ninety sailors and thirty adventurers and priests agreed to go.

They sailed from Palos, Spain, on August 3rd, 1492. When they had sailed for weeks and weeks and found no land, the sailors were afraid. They thought they would never see home again. Columbus encouraged them to go on and on until, on the morning of October 12th, they reached an island. How happy they were! Columbus and many of his men went ashore. Kneeling, he kissed the ground, while tears of joy ran down his cheeks. Then he raised a cross and the royal banner of Spain and took possession of the land in the name of Ferdinand and Isabella. The island was one of the Bahamas. Columbus named it San Salvador. He thought that he had reached India. So he called the people whom he found there "Indians." For three months he explored the waters near San Salvador, discovering many islands. The largest of these were Cuba and Haiti. Everywhere he went he asked for spices, gold, and precious stones, but he could find only a few gold ornaments worn by the natives in their noses. These they gladly gave to the Spaniards in exchange for beads and bells.

In January, 1493, Columbus left about forty of his

men on the island of Haiti and sailed back to Spain. The people were wild with joy when they heard of his discovery. Wherever he went bells were rung and crowds of people gathered to see him. The king and queen listened to his story and saw the gold, the strange birds and new plants, and the nine Indians that he had brought with him. Then they fell on their knees and thanked God

COLUMBUS TAKING POSSESSION OF THE NEW WORLD IN THE NAME OF THE KING AND QUEEN OF SPAIN

for what Columbus had done for their kingdom. They at once claimed for Spain all the lands that had been discovered.

Later Voyages.—Columbus made three other voyages to America and discovered more islands and the coast of South America. He died in 1506, shortly after returning to Spain from his fourth voyage. His last days were full of sorrow. Queen Isabella, who had been his friend, was dead, and King Ferdinand, disappointed because Columbus had not found rich mines of gold, treated him

meanly and let him die in poverty and neglect. What a shame that the man who had found a new world for Spain should have been left by her selfish king to suffer in his old age!

America's Name.—Was the New World named after its discoverer? Among the many explorers who followed Columbus was Americus Vespucius, an Italian. The stories of his voyages were printed and read by many persons. In one account Vespucius declared that what we call South America was not a part of Asia. Columbus, as you know, believed that the land he had discovered was a part of Asia.

In 1507 a German professor published a geography in which he suggested that the new world discovered by Americus Vespucius be named "America" in his honor. The professor did not know of Columbus' earlier discovery. The name thus given to the New World has remained.

Americans will always be proud of Columbus, the Italian discoverer whose courage and perseverance led him to cross the Atlantic and add America to the known world. He was the greatest discoverer the world has produced. When he started on his long voyage, his friends feared that he would be lost at sea. But because Columbus knew no fear and sailed on and on after his ideal, the New World of America was made known to the Old World of Europe, Asia, and Africa. The sons and daughters of every other country under the sun have since crossed the wide oceans to find new homes in this new land.

In the United States we celebrate October 12th as Columbus Day in honor of this great and fearless discoverer.

Word Drill

discovery	**inhabitant**	**India**
merchant	**island**	**Constantinople**
Genoa	**Venice**	**Portugal**
Africa	**Columbus**	**voyage**
adventurer	**banner**	**explore**
Indians	**proud**	**listen**
Atlantic	**encourage**	**Europe**

Review Exercises

1. When did the real history of America begin?
2. Before that time what did the inhabitants of Europe know about other countries?
3. Who was Marco Polo and what did he do?
4. How did Europeans happen to discover America?
5. Why were they anxious to find a new route to India?
6. What trade routes were used before 1453?
7. What happened in 1453?
8. How did this affect trade with India?
9. How did the King of Portugal think that ships could reach India?
10. Why did he fail to reach India?
11. What did Christopher Columbus believe about a route to that land?
12. What did the people of his time believe about the shape of the earth?
13. What was Columbus' belief?
14. How did Columbus try to get help? Did he succeed? Who helped him?
15. Describe his voyage.
16. When did Columbus discover America?
17. What part of America did he discover?
18. What did he call the people he found?
19. Describe his return to Spain.
20. How was Columbus rewarded?
21. How did America receive its name?
22. How do Americans feel toward Columbus and why?
23. What holiday do we celebrate because of Columbus' discovery? What is its date?

EARLY EXPLORATIONS IN THE NEW WORLD

CHAPTER 11

EARLY SPANISH EXPLORERS

Spanish Adventurers.—Although Columbus had not discovered gold mines, the people of Spain believed they could find them. Many sailed to the New World hoping to become rich quickly. The large islands of Haiti, Cuba, Porto Rico, and some others were soon settled by these adventurers.

Balboa.—One bold adventurer was Vasco Balboa, born in 1475. While yet in his youth, he joined an expedition to the New World, where he soon became a leader among the early Spanish settlers. His wanderings finally led him into a search for gold on the Isthmus of Panama. There he learned from the natives that he was crossing a narrow strip of land. Beyond this, he was told, lay a great body of water.

Early in September, 1513, Balboa set out in search of this water. He was guided by trusty Indians and accompanied by a small band of his own men. To reach the mountains from the top of which they could view the western ocean, Balboa and his party were obliged to make their way through a very dense forest, a most dangerous journey.

Three weeks later, on September 29th, Balboa looked down upon the vast Pacific Ocean which lies west of America. He was the first white man to behold this great sight. Climbing down the other side of the mountain, he made his way to the shore. There he struck the water with his sword and claimed the ocean and all the lands

washed by its waters as the property of the kingdom of Spain.

Ponce de Leon.—In the year 1513 Juan Ponce de Leon, another Spanish adventurer, went to the mainland from Porto Rico. He had been appointed governor of that island, but he was not successful, and the king removed him from office. An Indian told him that toward the north lay a land where he could find much gold and a fountain that would make him young again if he bathed in its waters. With three ships he set sail for this marvelous country. He searched many islands but found neither the promised riches nor the "Fountain of Youth." But he did discover a land bright with flowers, which he named Florida, "Land of Flowers." After sailing for some distance along its shore, he sailed back to Porto Rico.

In 1521 Ponce de Leon went to Florida again, intending to make his home there. This time he had a fight with the Indians in which he was so badly wounded that he died.

De Narvaez.—In 1528 another Spaniard named Panfilo De Narvaez started with four hundred men to explore Florida. The Spaniards under Hernando Cortez had already conquered Mexico and found gold there, and they hoped to find more in the "Land of Flowers." They found nothing but swamps and forests, the huts of savage, unfriendly Indians, and sickness. Only four of them lived to tell the story of their misfortunes to their friends in Mexico.

De Soto.—In 1539 another company sailed for Florida from Cuba. Their leader was Hernando De Soto. He had six hundred men, two hundred horses, a herd of hogs for food, and bloodhounds to hunt the Indians. When he asked for gold, the Indians told him it was just ahead. He went on and on, stealing from the Indians, fighting

with them, and burning their villages. Many of the Spaniards in his party died from fever, lack of food, and other hardships.

Two years they wandered and found no gold. But in the spring of 1541 they came to a great river. They had discovered the Mississippi, the "Father of Waters." A few months later De Soto died of fever and was buried in the river that he was the first white man to behold.

Discovery of the Mississippi by De Soto

Those who were left of his party then sailed down the Mississippi and joined their friends in Mexico.

Coronado.—Indians told the Spaniards in Mexico about their rich villages to the north of Mexico. In 1540 Francisco Coronado with a large company of men set out to find these rich towns, which they called the "seven cities of Cibola." Coronado and his followers traveled hundreds of miles. In what is now New Mexico they found large Indian villages, but no cities and no gold. They discovered the Colorado River and explored the country

north and east as far as the present states of Kansas and Nebraska.

Thus within fifty years of the discovery of America by Columbus the Spaniards had explored a large part of what is now the United States, but they had not yet made a settlement north of Mexico.

Word Drill

Panama	**Balboa**	**mountain**
fountain	**governor**	**Ponce de Leon**
Mexico	**Florida**	**Mississippi**
Kansas	**Colorado**	**Nebraska**
dense	**Pacific Ocean**	**appointed**

Review Exercises

1. What did the people of Spain hope to find in the New World?
2. What islands were soon settled?
3. Tell what Balboa did.
4. What did Ponce de Leon try to find? What did he discover?
5. What part of the country did De Narvaez explore?
6. What did De Soto discover?
7. What did Coronado try to find? What did he discover?

CHAPTER III

FERNANDO DE MAGELLAN

Fernando de Magellan, or Ferdinand Magellan as he is more commonly called, was a famous Portuguese navigator, born about 1470. Unable to secure in his native country necessary financial assistance for voyages of exploration, he went to Spain. There, in 1517, he laid his plans for making discoveries before King Charles I, the grandson and successor of Ferdinand. Magellan was well

ROUTE OF MAGELLAN'S VOYAGE AROUND THE WORLD

received at the court and was shortly afterward employed to find a route to the East by sailing westward.

On September 20th, 1519, he set out with five ships and about two hundred and fifty men. After crossing the Atlantic Ocean, he sailed along the whole eastern coast of South America and then around the southern point of the continent, through the strait that bears his name. From here Magellan sailed northward for a few days and then headed west across the vast Pacific Ocean.

What a frightful voyage it must have been, with nothing in sight but water and sky. You, reader, may have had a bit of this experience when on your way to this country,

Photograph by Rodolfo Hock y Cia., Punta Arenas

STATUE OF MAGELLAN AT PUNTA ARENAS, CHILE

but think of the horrors of a trip lasting many, many months in the small and cramped vessels of those days. Magellan's crew suffered unimaginable hardships

through hunger and disease. It has been told that at times they were compelled to eat leather and even rats.

At last, early in 1521, they reached a group of islands in the Pacific Ocean now known as the Philippine Islands. In a fight with the native chief of one of these islands Magellan was killed on April 26th of that year. Deprived thus of their leader, the remainder of Magellan's crew continued to sail westward and at last brought one of his ships around the southern point of Africa and back to Spain. They had been gone just three years.

Magellan's voyage was the first around the world. He proved beyond doubt that the earth is round, and also that there is a very wide body of water between South America and Asia.

A monument to Magellan has recently been erected in the world's most southerly city, Punta Arenas, Chile. This is to commemorate the four-hundredth anniversary of the discovery of the Strait of Magellan. The unveiling took place on December 17th, 1920.

Word Drill

Magellan	**Portuguese**	**Philippine Islands**
financial	**assistance**	**grandson**
successor	**hardship**	**anniversary**

Review Exercises

1. Why did Magellan go to Spain?
2. What did he try to find?
3. Describe his voyage.
4. What islands did he discover?
5. What happened to Magellan?
6. What became of his ships?
7. What did he prove?
8. What great ocean was he the first to explore?
9. What is named after Magellan? Where is it?

CHAPTER IV

ENGLISH EXPLORERS

The Cabots.—As soon as the other great nations of Europe heard of the discoveries that Columbus had made for Spain, they too wanted to make discoveries. In 1497 England sent John Cabot on a voyage of exploration. His purpose was to find the way to India that Columbus had failed to find. He believed he could sail north of America and get to India by that route. So he tried to find a northwest passage to Asia.

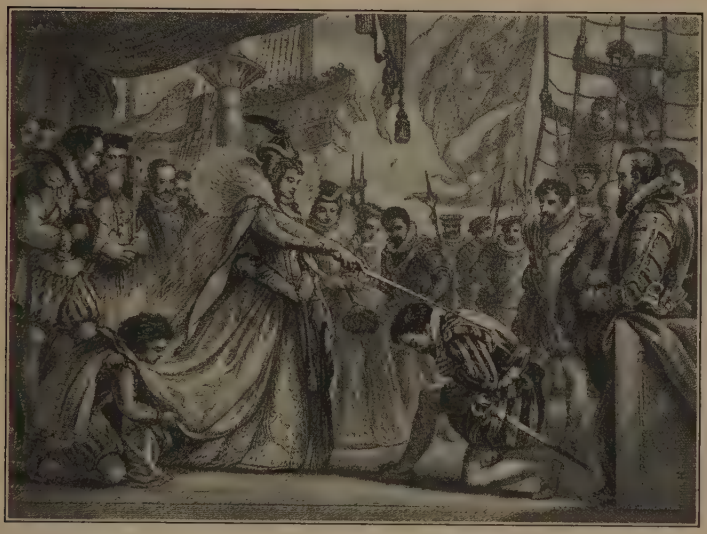
Cabot landed somewhere near the coast of Labrador and saw the mainland of the continent before it was seen by any of the Spaniards. But he could not find the northwest passage, and he soon sailed back to England.

The next year John Cabot again sailed to America with his son Sebastian. His landing place this time was near Nova Scotia. Thence he sailed south and explored the coast as far as Chesapeake Bay. These two voyages gave England her claim to the main part of North America.

Drake.—During most of the century following the discovery of America, there was trouble and bitter feeling between England and Spain over political and religious questions. England was also jealous of the growing power of Spain in America. This led some bold English navigators to turn raiders and like pirates to attack the Spaniards. In 1577 Francis Drake, who had suffered much because of this trouble and was eager for revenge, sailed from England to rob the Spanish ships and settlements in America. He sailed around South America and

went as far north as Oregon. He landed near San Francisco, named the country New Albion, and claimed it for the King of England. Then he crossed the Pacific Ocean and went around Africa to England. He was the first Englishman to sail around the world, which Magellan had already proved to be round.

Queen Elizabeth was so delighted that Drake had sailed



SIR FRANCIS DRAKE BEING KNIGHTED BY QUEEN ELIZABETH ON THE DECK OF HIS SHIP, "THE GOLDEN HIND"

around the world that she went on board his ship, the *Golden Hind,* and made him a knight. After that he was called Sir Francis Drake.

Gilbert.—Sir Humphrey Gilbert was another famous English soldier of Queen Elizabeth's time. He sailed to Newfoundland in 1583 and took possession of that island for England. Then he sailed southward and explored a part of the Atlantic coast. A terrible storm destroyed

his largest vessel and a hundred of his men lost their lives. Gilbert decided to return to England to plan for further explorations the next year, but his little ship could not make the voyage and went to the bottom of the Atlantic with the brave explorer and all her crew. His fate was like that of many others who tried to explore the New World, for crossing the ocean in the small sailing vessels of those early days was very dangerous.

Word Drill

Labrador	**Nova Scotia**	**Oregon**
passage	**Chesapeake Bay**	**Newfoundland**
possession	**destroyed**	**dangerous**
political	**religious**	**jealous**

Review Exercises

1. Whom did England send on a voyage in 1497?
2. What was his purpose?
3. What did he believe?
4. Did he find a northwest passage to India?
5. What did he and his son do the next year?
6. What did these two voyages give to England?
7. Describe the voyage of Sir Francis Drake.
8. How did Queen Elizabeth reward Drake?
9. Tell about Sir Humphrey Gilbert's explorations.
10. What happened to Gilbert and his crew?

CHAPTER V

FRENCH EXPLORERS

French Fishermen.—When the Cabots returned to England, they reported that they had seen many codfish in the waters near Newfoundland. Fishermen on the coast of France heard of this report and sailed across the ocean to find these new fishing places. While making these voyages, they discovered an island which they named Cape Breton. One of these fishermen also discovered and explored the Gulf of St. Lawrence about 1506.

Verrazano.—A few years later King Francis I of France began to make explorations in the New World. He thought that a part of America ought to belong to France, and he wanted also to trade with India. In 1524 he sent Verrazano, an Italian sailor, to make explorations and to find a route to India. Verrazano sailed to the coast of North Carolina and then followed the coast north as far as New England. When he returned home, the French claimed all the land he had seen.

Cartier.—Ten years later the French sent another expedition, of which Jacques Cartier was the leader. In 1534 he entered the Gulf of St. Lawrence, landed, and claimed the country for his king. The next year he sailed up the St. Lawrence River as far as an Indian village near a high hill. He climbed this hill and named it Montreal (royal mountain). He called the whole country New France.

The Huguenots in Florida.—In 1562 a company of Frenchmen left their native land because a religious war

was going on in France. They wanted to find a new home where they could have peace. They crossed the ocean and landed on the coast of Florida. This land did not please them, and they sailed north to a place in South Carolina which they named Port Royal. Here they built a small fort. Soon after, their leader, Jean Ribaut, sailed back to France. The men who stayed at the fort were an idle company, and for a time the Indians fed them. When the Indians would feed them no more, they built a ship and sailed for France. They had so little food that they would have starved if an English ship had not found them and taken them home.

First Settlements in Canada.—Fish and furs attracted the French to the north. In 1605 the first settlement in Canada was made at a place in Nova Scotia also called Port Royal. Three years later (1608) a French explorer named Samuel de Champlain built a fort at Quebec in order to trade for furs with the Indians.

Quebec soon became a very important town. Its fur trade brought wealth to the French, and its position on the St. Lawrence River made it easy to send out exploring parties and missionaries to the Indians. The French priests were very eager to make friends with the Indians and to teach them Christianity.

Champlain's Mistake.—The Indians around Quebec belonged to a tribe called Hurons. They were at war with the Iroquois, who lived in what is now the State of New York. Champlain went with the Hurons and helped them fight. He shot some of the Iroquois with his gun. The Indians had never before seen or heard a gun, and they were terribly frightened. The Hurons won the fight, but the Iroquois were ever after the enemies of Champlain and of the French. They would not let the French trade or settle in their country, and they fought against them many times.

Marquette and Joliet.—The French would have moved up the St. Lawrence River to the Great Lakes if the Iroquois had been their friends, but because the Iroquois were their enemies, they went up the Ottawa River and then across to Lake Huron. Here they built trading posts and mission houses. The Indians told them about a great river to the west, and the governor of New France, as

Courtesy of the Singer Sewing Machine Co.

La Salle at the Mouth of the Mississippi

the French called Canada, sent a priest named Pierre Marquette and an explorer named Louis Joliet to find the river. With a few friends and some Indians Marquette and Joliet started from Lake Michigan in two canoes on a long and dangerous journey. They carried their canoes through the swamps to the Wisconsin River and then floated down this river to the Mississippi. They explored the Mississippi for several days and then went back to their friends in Canada with a report of their discoveries.

La Salle.—Five years later (1678) Robert de la Salle left Canada to finish the exploration of the Mississippi. His explorations lasted three years. He went down the river to the Gulf of Mexico and took possession of the Mississippi Valley in the name of France. He named the valley Louisiana.

The French also claimed the valley of the Ohio River and the valleys of all other rivers that flowed into the Mississippi. They began at once to build forts to protect the valley that they had explored. La Salle attempted to make a settlement at the mouth of the Mississippi, but he was not successful.

Word Drill

codfish	**St. Lawrence**	**Montreal**
Indians	**Canada**	**Quebec**
missionary	**Louisiana**	**fort**
Ohio	**fishermen**	**North Carolina**
Michigan	**Wisconsin**	**settlement**

Review Exercises

1. Why did the first French explorers come to the New World?
2. What island and gulf did they discover?
3. Describe the voyage of Verrazano.
4. Describe the voyage of Cartier.
5. Why did the Huguenots attempt to make a settlement at Port Royal?
6. Where was Port Royal?
7. Tell about another settlement that was named Port Royal?
8. Tell about Champlain's mistake.
9. Describe the work of Marquette and Joliet.
10. Describe the work of La Salle.
11. What territory did La Salle claim for France?

CHAPTER VI

SETTLEMENTS IN THE UNITED STATES

St. Augustine.—Spain made the first settlements in what is now the United States. In 1565 Menendez went to Florida from Spain to drive out a French colony on the St. John's River which followed Ribaut's expedition. He built a fort near the mouth of the St. John's which he named St. Augustine. This fort grew to be a town which is the oldest settlement north of Mexico. Seventeen years later the Spaniards made another settlement at Santa Fe, in what is now New Mexico. They soon established many more settlements and mission stations in that part of the United States to the north of the Mexican border. Spain owned Mexico at that time, and she called these new settlements a part of that country.

Sir Walter Raleigh.—A few years after the Spanish settled Florida, the English tried to make a settlement in America. Queen Elizabeth gave Sir Walter Raleigh permission to settle a colony anywhere he wished on the Atlantic coast of America, provided no other Europeans were there before he was.

Raleigh sent out an exploring party in 1584. This party visited Roanoke Island, near the coast of North Carolina. When they went back to England, the Queen was delighted with their description of the land they had seen. She named it Virginia, after herself, the "Virgin Queen."

The next year Raleigh sent 108 men to settle on Roanoke Island. Instead of cultivating the soil and raising crops, these men spent their time hunting for gold

and silver. They almost starved to death. Sir Francis Drake, in the course of a voyage to America, stopped at the island. The settlers all went on board his ship, and he carried them back to England.

Two years later Raleigh sent over another colony of men with their families. They settled on the same Roanoke Island. Their leader, Governor White, soon went

FORT MARION AT ST. AUGUSTINE, FLORIDA

This fort is the most important relic of the Spanish occupation. Begun by Menendez in 1565, it was not finally completed until 1756. Meanwhile it withstood many attacks and sieges.

back to England to get supplies for them. A war was going on between England and Spain, and he and his ships were needed at home.

It was three years before he could sail back to Roanoke Island. When he reached there, his settlers were gone. Nobody knows what became of them. Perhaps they went to the mainland and starved, or it may be that the Indians killed them. Raleigh spent a fortune in trying to find his lost colony, but he learned nothing that gave him any satisfaction.

The Two Virginia Companies.—All the Atlantic Coast from Maine to Florida was named Virginia by Queen Elizabeth. In 1606 King James I gave two companies permission to make settlements on this coast. The southern part of the coast might be settled by a company of merchants whose home was in London. The northern part of the coast might be settled by a company of merchants who lived in Plymouth. The King promised that settlers should have the same rights and privileges in America that Englishmen had at home.

The Jamestown Colony.—The London Company started first. Three ships sailed to Virginia and entered Chesapeake Bay in the spring of 1607. The colonists found a river which they named James River, in honor of their king. They sailed up this river about thirty miles and made a settlement which they named Jamestown.

Before summer was past, half the men died of fever. Their leader, John Smith, by his courage and labor saved the rest. He punished those who would not work and made them build huts to live in. He helped them to get food from the Indians.

Two years later five hundred new settlers from England came over to Jamestown. They were a worthless lot of idlers and criminals who did not want to work. They had little food, and soon starvation and sickness wore them out. That winter was called the "starving time." At the end of six months only sixty were alive. These were saved when three ships loaded with men and supplies arrived.

The next year (1610) their governor, Sir Thomas Dale, made a new rule to encourage the settlers to raise crops. Before Dale came, it was the rule that no colonist should have any land of his own. All were asked to work together and put what they raised into one common storehouse. Then all shared alike in this common store, and

each settler was to receive his share as he needed it. It was a foolish rule, because the lazy would not work, and those who did work had to feed the idlers. Governor Dale wisely gave every man some land and required each one to work on his own lot and raise crops for himself. This encouraged the ambitious and forced the lazy to work.

Now the settlers had better times, and the colony began to prosper. They raised a great deal of tobacco and sent

Photograph by Ewing Galloway

CHURCH TOWER AT JAMESTOWN BUILT BY THE EARLY SETTLERS

This ruined tower is one of the few remains of the Jamestown settlement. The church is a recent copy of the original brick church, which was built on the site of the frame building in which the first House of Burgesses met.

it to England. Many English farmers came to Jamestown and other places on the James River in order to get land and raise tobacco. Other men came to get work. By 1619 there were 4,000 people in Virginia, living in eleven settlements.

In that year a great change was made in the government of the colony. Some of the governors had treated their people cruelly, and none of the governors had let

them vote or make their own laws. Now the London Company sent over a new governor, George Yeardley, and told him to let the settlers help in making their own laws. Yeardley asked the people of each settlement to elect two men. The people of the eleven settlements elected twenty-two men and sent them to Jamestown to make laws, punish lawbreakers, and manage their affairs. These men were called burgesses, a name which meant representatives of the settlements or towns. Their first meeting was held in the church at Jamestown on July 30th, 1619. The governor and his council, or men who advised him, met with the burgesses. This Virginia House of Burgesses was the first body of lawmakers in the New World.

Virginia was now a better place to live in, and many new settlers came from England. Most of them were men. The London Company soon sent over a large number of young women to become their wives. After this they had better homes and happy families.

New England.—In the same year that the London Company sent its first colonists to Jamestown, the Plymouth Company sent a colony of one hundred and twenty people to the Kennebec River, in Maine. The country was so cold and wild that more than half of these colonists went back to England on the same ships that brought them over. Forty-five men built huts and stayed through the winter. They almost froze to death, and when in the spring some ships came from England, they all went on board and sailed for home. The Plymouth Company was a failure.

Plymouth.—Twelve years later another colony came to New England by accident. In England at that time there were some people who hated the ceremonies of the Church of England so much that they would not attend its services. They formed a separate church of their own and

appointed their own minister. For this reason they were called "Separatists."

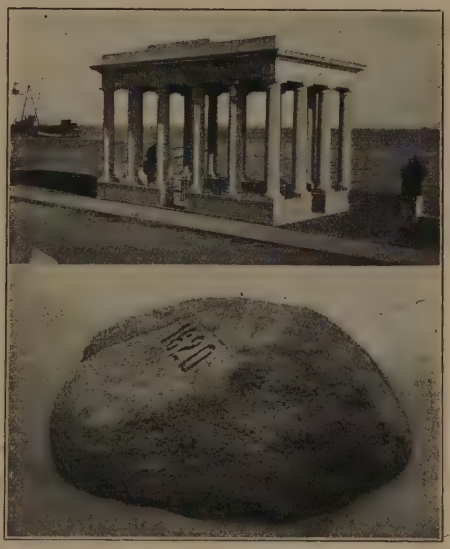
The king persecuted and punished them for their opinions and actions, and they fled from England to Holland, where they lived twelve years. Because of their travels they were called "Pilgrims." In Holland their children were learning the Dutch language, and the Pilgrims were

Courtesy of the U. S. National Museum

MODEL OF THE "MAYFLOWER" IN THE UNITED STATES NATIONAL MUSEUM. WASHINGTON

afraid that when they grew up they would marry among the Dutch. The Pilgrims did not wish this to happen. They wanted themselves and their children to be Englishmen, so they decided to go to America and settle on land owned by England. They thought that in America nobody would trouble them and they could have the kind of church they wanted.

The London Company gave the Pilgrims permission to settle in Virginia, and some English merchants lent them money. In 1620 about one hundred of them crossed the ocean in a ship named the *Mayflower*. A storm drove the *Mayflower* far to the north of Virginia. When the Pilgrims saw land, they were near the shores of Cape Cod, which belonged to the Plymouth Company. They spent a month exploring the coast for a good place to settle.



PLYMOUTH ROCK

The rock lies on the beach, and the water reaches it at high tide. The portico shown in the upper picture was built above it in 1920, when the three-hundredth anniversary of the landing of the Pilgrims was celebrated.

On the 21st of December, 1620, the Pilgrims landed and began their settlement. They named it Plymouth because they had sailed from Plymouth in England. There is a story that when the Pilgrims landed at Plymouth, all of them stepped from their boat to a large rock on the shore. For this reason Plymouth Rock is one of the very famous places in American history.

Before they landed, the Pilgrims drew up an agreement among themselves called the "Mayflower Compact." In it they agreed to set up a government for the colony in which the people were to make their own laws and select their own officials. Only such laws were to be made as

would be for the general good of the colony. This was the first government of its kind. The "Compact" was as follows; you will note that some of the spelling is different from what you have been taught in school:

The Mayflower Compact

In the name of God, Amen: We, whose names are underwritten, the loyall subjects of our dread sovereigne King James, by the grace of God, of Great Britaine, France, and Ireland King, defender of the faith, etc., haveing undertaken, for the glories of God, and advancemente of the Christian faith and honor of our king and countrie, a voyage to plant the first colonie in the Northerne parts of Virginia, doe, by these presents, solemnly and mutually, in the presence of God, and one of another, covenant and combine ourselves together into a civil body politick, for our better ordering and preservation and furtherance of the ends aforesaid: and, by vertue hearof, to enacte, constitute, and frame, such just and equall laws, ordenances, acts, constitutions and offices, from time to time, as shall be thought most meete and convenient for the generall good of the Colonie. Unto which we promise all due submission and obedience. In witnes whereof we have hereunder subscribed our names, at Cap Codd, the 11th of November, in the year of the raigne of our sovereigne lord, King James, of England, France, and Ireland the eighteenth, and of Scotland the fifty-fourth, Anno Domini, 1620.

It took the Pilgrims more than two months to make the dangerous voyage across the ocean. By reason of their sufferings and poor food on the voyage, half of the company died during the next three months.

The next year (1621) the Plymouth Company disbanded, and a new company called the Council for New England took its place. The Pilgrims were given large tracts of land, and they soon had comfortable log homes and a church.

December 21st is celebrated in New England as Forefathers' Day. Since 1620 millions of others, including

perhaps yourself, reader, have come to our shores seeking refuge from oppression. These are the forefathers of newer generations.

The Puritans.—Another group of religious people in England were called Puritans. They too did not like the ceremonies of the Church of England, but they thought they could purify or reform the Church. The king punished them also, and many of them decided to go to America as the Pilgrims had done.

In 1628 they bought a tract of land from the Council for New England, and John Endicott and sixty others made the first settlement upon it at Salem. The next year the Puritans obtained from the king a charter which gave them the right to govern themselves and to make such laws as they wished, provided these laws were not contrary to the laws of England.

Several hundred Puritans came over in 1630 and settled Boston. Boston and the settlements near it were called the Massachusetts Bay Colony. During the next ten years 20,000 English emigrants came to New England and settled. Some of these went north to the coast of Maine and New Hampshire. Others went farther south along the Atlantic coast.

In 1633 a few men went in a boat from Plymouth to the Connecticut River and built a house at Windsor for trade with the Indians. They found rich farming land in the Connecticut Valley, and in the next three years many people left Massachusetts and settled at Windsor, Wethersfield, and Hartford, in what is now the state of Connecticut.

Rich farming land was not the only thing that made these emigrants settle in Connecticut. The Puritans would not let them vote in Massachusetts unless they were church members. The emigrants did not think this was right, and after they were settled in Connecticut, their

minister, Thomas Hooker, helped them to make a written constitution which said that all freemen should have the right to vote, regardless of their religion.

This was the first written constitution made in America. It was made at Hartford in 1639, and so Hartford is sometimes called the birthplace of our American form of government.

Roger Williams.—Roger Williams was another Massachusetts minister who said the Puritan Church did not give men freedom enough. The Puritans punished those who did not like their preaching or who stayed at home from church service. Roger Williams said this was wrong. He said, too, that it was wrong for the king to give the white men land that belonged to the Indians.

The Puritans made up their minds that they would send Roger Williams back to England, but he ran away and went to Rhode Island. An Indian chief sold him some land, and he and his followers began in 1636 a settlement which they named Providence. This was the beginning of the Rhode Island colony.

In this colony every honest man was welcomed, no matter what his religion was. It was the first colony to grant religious freedom to everybody. Many people who had been punished for their religious beliefs were glad to settle in Rhode Island.

New York.—People from Holland settled one colony in the United States. That was New Amsterdam, which later became New York. In 1609 Henry Hudson, an English navigator in the employ of the Dutch, discovered the Hudson River and began to trade with the Indians. About 1613 Dutch fur traders built some houses on Manhattan Island. That was the beginning of the great city of New York, to-day the largest city in America. Dutch traders and farmers soon made many settlements on the Hudson River between New York and Albany.

Maryland.—In England at this time Roman Catholics were made to pay fines because they did not attend the Church of England. One of the Catholic leaders, named Lord Baltimore, wanted to make a home for them in America, where they could have their own Church and not be punished for it. He asked the king for a charter giving him the right to make settlements on both sides of Chesapeake Bay. This was granted, and Lord Baltimore named this territory Maryland.

Lord Baltimore died, but his sons carried out his plans. In 1634 they bought an Indian village in Maryland and made a settlement which they named St. Mary's.

Maryland was a new kind of colony. Lord Baltimore's family appointed the governors and the judges. The people elected the lawmakers in the same way as the people elected burgesses in Virginia. This colonial assembly passed a law called the Toleration Act. This law said that all Christians, whether they were Catholics or Protestants, should be treated alike.

Pennsylvania.—Pennsylvania was settled by English Quakers. These people loved peace and wanted to be friendly with all men. They did not like the Church of England, so the English rulers punished them as they had the Puritans and Pilgrims and treated them cruelly. The Quakers decided to come to America.

The king owed a large sum of money to one of these Quakers, named William Penn. Penn asked the king to give him some land instead of the money. He received about 40,000 square miles of land in America. Here Penn founded the city of Philadelphia in 1681. He invited the Quakers to come and live in his colony. He also let other people come, and if they believed in God, they could worship as they pleased.

Philadelphia means "brotherly love." That is why the settlement was so named by Penn.

Penn and his people made a law called the Great Law, which said that every man could vote or hold office if he believed in Christ. Settlers came to this colony from England, Germany, Holland, France, and Sweden.

Everybody respected William Penn, and his colony grew very rapidly. He treated the Indians like brothers,

WILLIAM PENN MAKING A TREATY WITH THE INDIANS FOR THE PURCHASE OF THEIR LANDS

made treaties with them for their lands, and they were always his friends.

Penn and his family appointed the governors of Pennsylvania, but the people elected the lawmakers.

Other Colonies.—All along the Atlantic Coast other settlements were made. Some of them were made by emigrants from Europe. Others were made by men who left the first settlements to get new land or to find new homes that suited them better.

Emigrants from Sweden settled Delaware. The Dutch in New York claimed this land and made the Swedes

give it to them. Later the English took it away from the Dutch. Finally William Penn bought it from the English and made it a part of Pennsylvania. The people of Delaware did not like the union, so Penn let them elect lawmakers of their own.

New Jersey was first settled by Dutch fur traders from New York. Later other settlers came from England and Connecticut.

North Carolina was first settled by people from Virginia. Later many Germans, Scotchmen, and Irishmen settled along the coast. Some of these people were seeking religious freedom; some, land and new homes; and others, trade with the Indians.

The first settlement in South Carolina was made by emigrants from England. A few Germans and Scotchmen joined them, and many French emigrants also settled in this colony.

King Charles II of England gave both the Carolinas to eight of his friends, who were to be called the proprietors, or owners, and who were to appoint the governors. The people did not like these proprietors or their governors, and they had many quarrels and much trouble. Finally the proprietors sold their rights back to the king, who then appointed the governors.

The last of all the colonies on the Atlantic Coast was Georgia. It was settled in 1733. This colony was different from all the others. There were two reasons for its settlement.

The first purpose was to make a home for poor debtors. In England at that time there was a law that an honest poor man could be put in prison for a debt of a dollar or less and kept there a long time, while his family suffered and his health was ruined. General George Oglethorpe was a wealthy man who pitied these poor debtors. He received permission from the king to send them to

America and to make homes for them. They were glad to be carried across the ocean free and to receive free land and free tools in Oglethorpe's colony. He named it Georgia in honor of King George II.

The second purpose in making a settlement in Georgia was to protect the English colonists against the Spaniards in Florida. The Spaniards were trying to drive away the settlers in South Carolina. Oglethorpe meant to make the Spaniards stay in Florida and to punish them if they made any trouble for the English in the colonies to the north of Spanish territory.

Moving Inland.—The whole Atlantic Coast was now settled. The settlers did not know much about the rest of the country, and many of them believed that they owned all that was west of them to the Pacific Ocean. The King of England had given the London Company the right to settle from "sea to sea"; so Virginia claimed all the land to the west. Massachusetts and Connecticut also had charters which gave them the right to settle from "sea to sea." But New York and Pennsylvania were west of these colonies; so Massachusetts and Connecticut had to give up part of their land claims to the Dutch and the Quakers.

The French in the Mississippi Valley were also west of the English colonies. It was certain that there would be wars to decide who should hold the land. The settlers on the coast began to move farther and farther inland to find new homes for their families. When a new group of settlers went farther into the new country beyond the settled parts, it was called "going out West."

Settlements in the New World grew rapidly. In 1700 the population of the Atlantic colonies was a little more than a quarter of a million. Fifty years later the number of inhabitants had risen to more than a million and a quarter.

Word Drill

Catholic	Connecticut	colonist
New Hampshire	description	sickness
permission	merchant	storehouse
satisfaction	starvation	compact
courage	encourage	debtor
supplies	ceremony	privilege
representative	Quaker	Maine
Pilgrim	colony	Delaware
establish	Massachusetts	New Jersey
purify	Pennsylvania	proprietor
Protestant	Rhode Island	Georgia
Maryland	emigrant	Virginia
relic	fortune	anniversary

Review Exercises

1. Who made the first settlement in the United States? When and where?
2. Describe Sir Walter Raleigh's attempts to make a settlement.
3. Describe the two Virginia companies.
4. Describe the settlement of Jamestown.
5. Who was the leader of the Jamestown colony?
6. Describe the "starving time."
7. Tell what Sir Thomas Dale did to encourage the settlers.
8. Before Dale came to Jamestown what rule did the settlers have?
9. Was it a good rule? Why?
10. Tell about the Virginia House of Burgesses.
11. Who were the Pilgrims?
12. Why did they come to the New World?
13. Describe the settlement of Plymouth.
14. Why is Plymouth Rock famous?
15. Tell about the "Mayflower Compact."
16. Tell how the Connecticut Valley was settled.
17. Tell the story of Roger Williams.
18. Tell how New York was settled; Maryland; Pennsylvania.
19. What other colonies were settled along the Atlantic Coast?
20. What was the last colony to be settled on the Atlantic?
21. Why was it settled?
22. Tell how the settlers moved inland.

CHAPTER VII

THE FIRST WRITTEN CONSTITUTION

Necessity for a Constitution.—As soon as the colonists had made settlements, they found it necessary to begin to make laws. No group of people can live together in peace and happiness unless they have some kind of government. Let us see how the foundations of our government were laid.

The place where this great work was done was Hartford, Connecticut. January 14th, 1639, was the birthday of the first American constitution. Before that date no state, no kingdom, no government of any kind had ever been formed or carried on according to a written constitution drawn up by the people themselves. In the Old World, states and nations grew slowly by the union of families into clans, clans into tribes, and tribes into larger and larger organizations until they formed great kingdoms and empires. In those times the rulers themselves decided the form of government. If the people were dissatisfied, they usually had to fight to force their rulers to give them the government they desired.

How did it happen that the people who came from the Old World to the New and settled in Connecticut adopted a new plan for forming their government?

Thomas Hooker.—In the first place, these people had left England because they thought the English king, the English government, and the English Church did not give them sufficient liberty of action or enough voice in the management of affairs. Their leaders were wise and

learned men who had studied and thought a great deal about the laws and government of England. Thomas Hooker, the leader of the company that settled Hartford, had been educated at Cambridge University. For several years he had been a clergyman in England, where his eloquence and ability had made him popular with his congregation. During this period he said many things that displeased the king. As a result he was forbidden to preach, and eventually he fled to Holland to escape punishment. From Holland he came to America, joined his English congregation in Massachusetts, and moved with them to Hartford. His experience had proved to him that the people ought to make their own laws and elect their own officers. He taught his people in Hartford this new belief.

The General Court.—In 1637 the three Connecticut settlements at Windsor, Hartford, and Wethersfield each selected some of their wisest men to hold meetings and settle questions of importance. When these men met, they were called the General Court.

Fundamental Principles.—The next year Thomas Hooker preached a sermon which made his name renowned both in America and in Europe. It was on May 31st, 1638, while the General Court was in session at Hartford. The subject of Hooker's address was "The Fundamental Principles of Civil Government." He declared:

1. That the people have the divine right to appoint their own public officers.
2. That the people ought to exercise this right thoughtfully and in the fear of God.
3. That the people who appoint the officers also have the right to say what shall be the powers and duties of the officers that they choose.

Hooker gave two good reasons for these statements:

1. The true authority for a government is the free consent of the people.

2. When the people choose their own rulers, they will be more likely to love their rulers and more ready to obey them.

Where could the Connecticut people find a lawyer qualified to frame these great principles into laws?

Roger Ludlow.—They had him in their very midst. He was the president of their own General Court. He had been educated at Oxford University in England, and, like Thomas Hooker, he had been driven to America because of his love of civil and religious liberty. He was the leading man in the Windsor settlement and had been chief advisor of the Connecticut settlers ever since they came into the Connecticut Valley. His name was Roger Ludlow.

Fundamental Orders.—Hooker and Ludlow had other learned and able men to give them advice and assistance. These men took seven months to draw up their plan for a government. When they were ready to make their report, the freemen of the three Connecticut towns met at Hartford to listen to the reading of the new constitution. What changes, if any, they made in this constitution after it was read to them, we do not know, but they agreed to adopt it as the plan for their government. It bound the towns together into one independent state and contained eleven general rules, called "orders," for making all needed laws for the future. These rules were called the Fundamental Orders of Connecticut. Five of the most important principles of this constitution were these:

1. All the authority of government comes directly from the people.

2. There shall be no taxation without representation.

3. The number of men that the towns shall choose to help make their laws shall be in proportion to the population of the town.

4. All freemen who take an oath to be faithful to the state shall have the right to vote.

5. New towns may join the three original towns and live under the same government.

A Model Constitution.—This first constitution became the model for all constitutions that have since been adopted in America. Everywhere in the United States and in other republics the teachings of Thomas Hooker and Roger Ludlow have shown men how to form good governments.

To-day the names of these two men are honored by lawmakers throughout the civilized world.

Word Drill

Hartford	**Connecticut**	**constitution**
birthday	**management**	**university**
faithful	**ability**	**appoint**
authority	**consent**	**clergyman**
government	**foundation**	**liberty**
experience	**president**	**republic**
assistance	**model**	**civilized**

Review Exercises

1. Why did the first colonists find it necessary to make laws?
2. What is a constitution?
3. Where was the first written constitution made? When?
4. How did states and nations grow in the Old World?
5. In those states who made the form of government?
6. If the people were dissatisfied, what must they do?
7. Why did the early settlers of Connecticut leave England?
8. Who was their leader?
9. What had his experience proved to him?
10. What happened in Connecticut in 1637?
11. What did Thomas Hooker say to the General Court in Hartford in 1638? What were his reasons?
12. How was the first constitution made?
13. What were its most important principles?
14. For what did this constitution become the model?

CHAPTER VIII

LIFE IN THE COLONIES

Trouble with the Indians.—Many of the colonists had trouble with the Indians and had to fight for their lives and for their homes. The Indians lived partly by raising corn, beans, squash, and other vegetables, but they got most of their food by hunting and fishing. When the white people settled on their hunting grounds and their corn lands, many of them were angered and wanted to kill the settlers.

In Virginia the Indians were at first friendly to the settlers and sold them food. Then one of the Indian chiefs thought the whites were taking too much land for their settlements, and he planned to kill them all. In 1622 the Indians suddenly murdered 347 men, women, and children in a single day. The settlers made war on the Indians and destroyed many of their villages and warriors. In 1644 the Indians again tried to destroy the whites and murdered 500 persons. This time the settlers drove them into the forest far from the English settlements.

In Connecticut a tribe of Indians called the Pequots tried to destroy the first settlers. Ninety men from Hartford, Wethersfield, and Windsor marched to their village and destroyed nearly all the tribe.

The worst of the Indian troubles was King Philip's War. King Philip was chief of a Rhode Island tribe. He persuaded nearly all the New England Indians to make war on the settlers. Terrible fighting followed in the Plymouth Colony and in the Connecticut Valley. Twelve

Courtesy of the N. Y. State Museum

A Camp of Seneca Hunters

settlements were destroyed, and many hundred settlers were killed. But so many of the Indians were slain that they never again made war on the New England settlers.

Some of the Indians treated the white people as friends. They were kind to Roger Williams in Rhode Island and

Courtesy of the N. Y. State Museum

Harvest Time among the Senecas

to the first settlers in Maryland. In Pennsylvania also William Penn had peace with the Indians. He paid them for their land, made them presents, and treated them like brothers. They in turn were friendly to the Quakers as long as Penn lived and for years afterward. In most of the other colonies the early settlers kept their guns close at hand for fear of Indian attacks.

Occupations.—In New England most of the people who lived on the sea-coast were engaged in fishing, building ships, and trading with the West Indies. Their ships carried horses, oxen, meat, and fish to the West Indies and brought back sugar and molasses. Some of the ships went to Africa for slaves which were sold to farmers in the Southern Colonies.

Most of the people who lived inland were farmers. They planted corn, potatoes, and garden vegetables, and also raised many horses and cattle.

Every family had a loom, and the women wove cloth from flax raised on the farm or from wool brought from England or cut from their own sheep. In all the colonies the women also span their own yarn and thread.

In New York most of the people were traders who engaged in many kinds of commerce. They did a good business in furs, lumber, and flour.

The people of the Middle Colonies were farmers. They also did much trading at Philadelphia, which was then the most important city in the country. All the Southern Colonies, except South Carolina, raised and sold tobacco, which was sent in ships to Europe. In South Carolina rice was the main crop of the settlers.

Slavery.—In 1619 a Dutch ship brought twenty negroes from Africa and sold them to the farmers of Virginia as slaves. This first cargo was so profitable that more slaves were soon brought to America and sold in all the colonies. This was the beginning of slavery in this country. The

Northern and Middle colonies bought only a few slaves, because none but the wealthy could afford to keep them for servants; but in the South the farmers bought thousands of them to work in the tobacco and rice fields.

Religion.—A large part of the people were very religious. Many of them had come to America in order to have the kind of church they wished. In New England a minister had come with almost every group of people that formed one of the early settlements. At first most of the colonies

PILGRIMS GOING TO CHURCH

tried to have only one church and to keep out settlers who would not attend that church.

Maryland and Rhode Island gave the people religious freedom. Pennsylvania and Georgia treated all sects kindly, and after a time all the colonies saw that this was the right thing to do. Every man wanted to choose his own church and to be free himself, and it was seen to be best to give others the right to choose for themselves. The ministers were usually the best educated men in the settlements and everybody went to them for advice.

Education.—At first there were only a few free schools. The ministers taught the children reading, writing, and

arithmetic. Soon the New England people began to build schoolhouses. Here the boys went to school, but not many of the girls. Philadelphia had good public schools for both boys and girls. The Southern Colonies did not have many schools because the farmers lived too far apart on their large farms or plantations. Those who were rich enough had tutors for their children at home or else sent them to England to be educated.

All the New England Colonies and New York, New Jersey, Pennsylvania, and Virginia had colleges for young men, for the colonists knew that their children needed to be educated in order to be successful and happy.

Homes.—The early settlers lived in rough log cabins, but it was not long before they began to build sawmills. Then those who could afford it had houses built of sawed lumber. A few of the rich settlers had fine houses built of brick. The early settlers had no stoves, but they built large fireplaces to warm their houses and do their cooking.

Most of the colonists made their own tables, chairs, and other furniture. They used wooden and pewter dishes. The rich had furniture and china and silver dishes brought from England.

Social Customs.—In many ways the colonists helped one another in their work. When a man built a house or barn, his neighbors came and spent a day helping him to put the heavy timbers in place. When the neighbors went home at night, the frame of the building would be ready for the owner to cover with boards. They called their day's work a "raising." When the corn was ripe, they had husking parties or "bees;" all the people of a neighborhood would come together and husk one man's corn in a single day. When a settler's wife had a bedquilt to make, she would invite her neighbors to come and help her in a "quilting party." In the evening the young people would come to these parties and have a dance.

On Thanksgiving Day large families would come together for a fine dinner; the table would be loaded with turkey, chicken, vegetables, pies, puddings, and cakes.

When the long winter evenings came, the colonists liked to visit their neighbors. Sitting together before the wide fireplaces, they would talk, tell stories, and eat nuts and apples.

On all social occasions and whenever they met to do business, many of the colonists drank a great deal of liquor.

Courtesy of the Essex Institute, Salem, Mass.

A New England Kitchen of Colonial Times

As a result there was much drunkenness, poverty, and suffering.

In the Southern Colonies the slaves did nearly all the work. The owners of the great plantations spent much of their time in visiting one another, hunting with their dogs and horses, going to social gatherings, and attending to politics.

In all the colonies "training days" were held. On these days hundreds of men came together with their guns to

be taught how to act as soldiers. Their officers trained them to march together and to load and fire their guns at the word of command. When the training was over, there would be trials of skill to see who could shoot best with the rifle. This practice made the colonists very good marksmen. The young men would also have running, jumping, and wrestling matches and other sports.

Travel.—Most of the early settlements were located on the seacoast or on the banks of rivers, so that the colonists could travel from one place to another by boat. When settlements were made at a distance from the coast and rivers, people had to travel to them on foot or on horseback. There were no good roads, and very few wheeled carriages were used. It was a common thing to see a man and his wife riding on the same horse along the poor country roads and the paths cut through the woods. In 1766, when a stage-coach went from New York to Philadelphia in two days, people called it a "flying machine." What would we think of such speed to-day?

Government.—When the Atlantic colonies were first settled, each had some sort of charter or written permission from the king or from some company authorized by the king. These charters told the colonists what kind of government they could have. In some colonies the people did not like their governments and asked the king to change them. In other colonies the king did not like the way the people managed their governments, and he quarreled with them and took away some of the privileges he had granted them.

The Dutch colony of New York was conquered by soldiers sent from England and thus became an English colony. Plymouth and Massachusetts Bay Colony united into one. Hartford, New Haven, and the other colonies in Connecticut united, and all were called Connecticut.

When all these changes had been made, there were thirteen English colonies in the United States. Four were called New England Colonies; these were New Hampshire, Massachusetts, Rhode Island, and Connecticut. Four were called Middle Colonies; these were New York, New Jersey, Pennsylvania, and Delaware. Five were Southern Colonies; these were Maryland, Virginia, North Carolina, South Carolina, and Georgia.

Each of the colonies had a legislature, or body of lawmakers, to look after its public affairs. The legislature was made up of two parts, or houses. There was an assembly, called the lower house, or House of Representatives, chosen by the people themselves. The other part, called the upper house, was the Governor's Council. Besides helping to make the laws, the Governor's Council also gave advice to the governor and aided him in his duties.

In the small towns the people held elections to vote for their local officers and to decide upon local affairs. Each colony was independent of all the others, so there was no way of making laws that should be obeyed by all the people in all the colonies.

England's Colonial Policy.—This kind of government suited the people very well when the kings of England left them alone. But some of their governors sometimes hindered them from making the kind of laws they wanted. Then, too, the kings tried to make the people obey many laws made for them in England in order to benefit the English Government and their friends. This the people did not like. The kings insisted that the colonies should help to pay for the navy that protected them. Some of the English people cared little for the American Colonies except for the opportunity to make money out of their trade and commerce. They did not want them to become strong and independent and able to take care of themselves.

In 1651 a law called the Navigation Act was made in England. This law said that England was the only country to which the colonists could sell their goods, and that they must send their goods across the ocean only in English or colonial ships. Another law said that the colonists could not buy any goods made anywhere else in the world than England unless they were brought across the ocean in English ships.

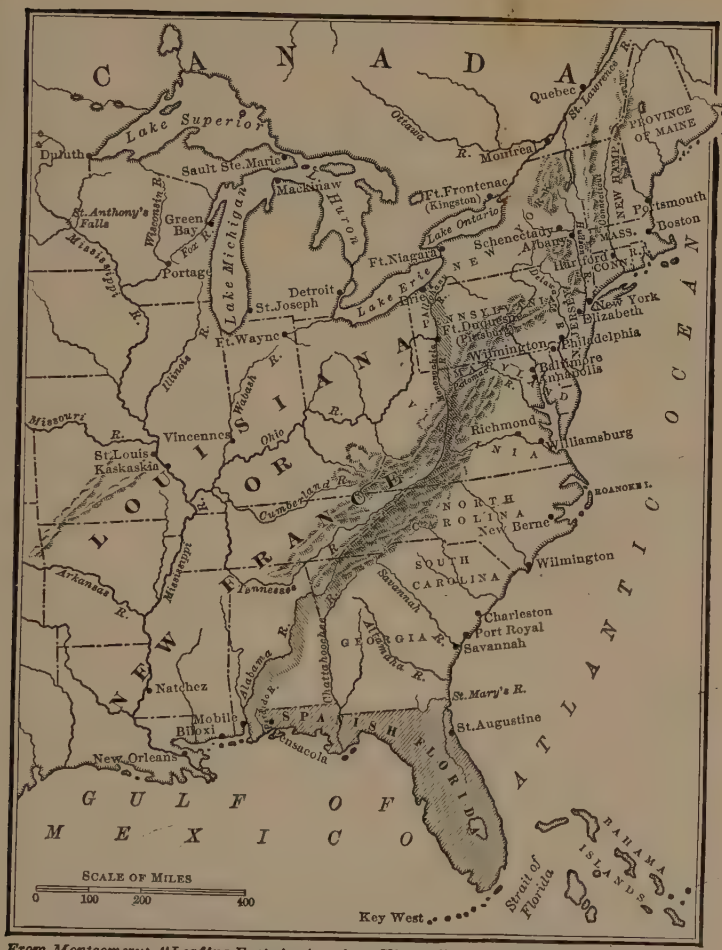
Another law hindered the people in one colony from trading with their neighbors in another colony. If the people in Rhode Island wanted to trade certain things that they made for certain things made in Massachusetts, the articles would have to be sent first to England and then sent back across the ocean in an English ship. If the people were not willing to send the goods across the ocean and back, they might trade with one another by paying a tax to England for the privilege. Just think of the injustice of that!

Twenty-nine different Navigation Acts were passed by the English Government in this effort to make profit out of the trade of the colonists.

The king and his friends appointed a number of men, called "lords of trade," to study America and see what could be done to make "the colonies most useful and beneficial to England." The lords of trade reported to the king what was going on in America. This helped him to make the kind of laws he wanted.

When he found out that the colonists were making woolen goods to sell abroad, a law was passed saying that if any of the colonists attempted to ship any wool or woolen goods to any place in the world, their ship and cargo should be taken away from them and they would have to pay a fine of $2,500.

Another law forbade the colonists to have any forges or iron mills, and they could not have any furnaces to



From Montgomery: "Leading Facts in American History," by permission of Ginn & Co.

MAP SHOWING THE THIRTEEN ENGLISH COLONIES AND THE FRENCH EXPLORATIONS AND SETTLEMENTS IN THE WEST

make steel. They were told that their mills for making nails must be destroyed and that all iron wares must be bought in England.

The people of one colony could not make hats to sell to people in another colony. If they put any hats on a ship, a wagon, or a horse to carry them to another colony, the hats could be seized by the king's officers and the owners made to pay a fine of $2,500.

About the time that England was making these laws for the colonies she was having trouble with France. This trouble gave the king so much to do that for some years he did not enforce his unjust laws very well, and the people did considerable trading in spite of them.

Word Drill

Indians	**settlers**	**anger**
college	**intelligent**	**successful**
fireplace	**furniture**	**dishes**
neighbor	**travel**	**horseback**
article	**privilege**	**furnace**
important	**occupation**	**commerce**
educated	**Thanksgiving**	**suffering**

Review Exercises

1. How did the Indians live?
2. What made the Indians jealous of the white men?
3. Tell about the trouble with the Indians in Virginia; in Connecticut; in King Philip's War.
4. Why did the white people get along better with the Indians in Pennsylvania?
5. Name some of the occupations of the colonists.
6. Tell how slaves were first brought to America.
7. Why did the people decide to have religious freedom?
8. Tell about early education in the colonies.
9. Describe the homes of the colonists.
10. Describe a "house raising"; a husking party; a quilting party.
11. What were training days?
12. How did the people travel?
13. Tell something about the government of the colonies.
14. How did the kings of England interfere with the people?

CHAPTER IX

WARS WITH THE FRENCH COLONIES

The Causes of the Wars.—We have seen that England and France both claimed much of the same territory in America. England and France also had many wars in Europe. These two causes made wars between the English and French colonies in America.

The Four Wars.—The first war broke out in 1688. It grew out of a quarrel over who should be king of England. Most of the people of England wanted William of Orange to be their king. The king of France wanted his friend, James II, who had been driven out of England, to return and be king again. When England and France began to fight each other, their colonies in America also took up the quarrel. The war was called King William's War because William won the throne of England. After eight years of fighting, France and England made a treaty and agreed that each country should have exactly the same land in America that it had before the war.

Four years later England and France were in another war over who should be on the throne of Spain. Their colonists in America began to fight again. We call this war, which lasted from 1702 to 1713, Queen Anne's War, because Anne was then Queen of England. When this war ended, Port Royal and a large territory in Nova Scotia called Acadia were given to England by France. During the progress of Queen Anne's War, England and Scotland united to form the Kingdom of Great Britain.

In 1744 a third war began. In Europe, France, Great

Britain, and some other nations were fighting to see who should be on the throne of Austria. In America this war was called King George's War. It lasted four years, from 1744 to 1748, but there was only one important battle. In it British ships and New England soldiers captured Louisburg, on the island of Cape Breton. Louisburg was one of the strongest forts in the world, and the colonists felt very proud of their victory. But when the war was over, Britain gave Louisburg back to France in exchange for some British territory that France had captured.

The fourth war was called the French and Indian War. Now the French and Indians fought against the British to decide finally whether France or Great Britain should rule America. Both countries claimed to own the land lying west of the English colonies, and both meant to hold it.

The French and Indian War.—For years the French had been building a line of forts from Canada down into the Mississippi Valley. Some Virginia farmers and traders in 1749 applied to the king of Great Britain and obtained permission to settle on half a million acres in the valley of the Ohio River. They called themselves the Ohio Company. They began to build a road from Virginia to the Ohio Valley.

The Ohio Company soon heard that the French were building forts on their land. The governor of Virginia in 1753 sent a young man named George Washington to tell the French that they must not settle there. The French commander treated Washington well but said his people should stay and hold the land because the French had first explored the Ohio River.

Washington went back to Virginia. When he reported what the French commander had said, men were quickly sent to build a fort on the Ohio River. Washington followed the men with some soldiers. While Washington was on the march, the French drove away the men who

were building the fort. They finished it themselves and named it Fort Duquesne, after the governor of Canada. This fort was located where Pittsburgh now stands.

The French then sent soldiers to meet Washington's troops. In the first attack Washington was successful, and the French commander and many of his men were killed. But a larger band of French and Indians surrounded Washington a few days later and compelled him to surrender. Then they released him and allowed him to go back to Virginia.

After that Britain and France both sent soldiers across the ocean to help their colonies, and they began to prepare for war.

Colonial Plans for Union.—The English colonists saw that a great struggle was coming. All the colonies must work together and help one another in order to win.

Benjamin Franklin, the editor of a newspaper called the *Pennsylvania Gazette,* printed in his newspaper a picture of a snake cut into thirteen pieces. These pieces were marked with the names of the English colonies. Under the picture were the words, "Unite or Die."

After the people read what Benjamin Franklin said in his newspaper, the four New England Colonies and New York, Pennsylvania, and Maryland sent men to Albany in New York to try to make a union of all the thirteen colonies. The king also wanted them to unite, though for more selfish reasons. Franklin helped the men at Albany, and they made a plan for a union which provided that the king should appoint a president for the colonies and the people should elect a council. The president and the council should together manage the affairs of the union.

The colonists voted against the plan because they thought it gave too much power to the king. The king did not like the plan because he thought it gave too much

power to the people. So the plan failed, but it was a good thing for the people to talk and think about union, and they learned to help one another. They fought together with Great Britain against the French.

The Capture of Quebec.—The fighting began in 1755, and the French were finally beaten in 1759 with the capture of Quebec. The city of Quebec and its fort were built on a solid rock high above the St. Lawrence River. The city was walled, and the fort was so strong that it

QUEBEC AT THE TIME OF THE FRENCH AND INDIAN WAR

seemed impossible to capture it. But General James Wolfe, who had helped to capture Louisburg, was sent to take it. In the night Wolfe led his troops up a steep path to the plain above the city. Montcalm, the French commander, at once led his army against the British. The two armies met in a terrible battle. Both generals were fatally wounded, but the British were victorious.

As Wolfe was dying he heard some one say: "They run! They run!" "Who run?" he asked. "The French," was the answer. "Now God be praised! I die happy," he murmured. In a few minutes he was dead. When Montcalm was told that he was dying, he said:

"So much the better; I shall not live to see the surrender of Quebec." In the city of Quebec to-day one can see the common monument which has been erected to the memory of these two brave men. On the monument is this inscription: "Valor gave a united death, History a united fame, Posterity a united monument."

On September 18th, 1759, five days after the Battle of the Plains of Abraham, the city and fort of Quebec surrendered to the British.

THE DIVISION OF TERRITORY AFTER THE FRENCH AND INDIAN WAR

End of French Rule in America.—The next year the French tried to recapture Quebec, but failed. General Amherst and a large army captured Montreal. All the rest of Canada then surrendered to Great Britain.

The British and Americans now sent an army to Cuba because Spain had helped France. After two months of fighting they captured the city of Havana.

Another British army was sent to the Philippine Islands, which also belonged to Spain. This army captured the city of Manila, the capital of the Islands.

In 1763 Great Britain, France, and Spain sent representatives to Paris to make peace. France gave Britain all she owned in Canada and all her lands east of the Mississippi River except the town of New Orleans. New Orleans and all the lands France owned west of the Mississippi were given to Spain. Spain gave Florida to Great Britain in exchange for Havana and Manila.

All that France had left in North America was a group of small islands at the mouth of the Gulf of St. Lawrence, south of the island of Newfoundland. Great Britain let her keep these in order that she might have a refuge for her fishermen in American waters.

Word Drill

territory	**commander**	**capture**
exchange	**council**	**troops**
surrender	**fatal**	**release**
refuge	**treaty**	**Ohio**
question	**journey**	**selfish**
	impossible	

Review Exercises

1. What two causes made several wars in America?
2. What was the cause of the French and Indian War?
3. Describe the capture of Quebec.
4. What was the result of the French and Indian War?
5. Describe the division of territory in America after the French and Indian War.

CHAPTER X

EARLY LIFE OF GEORGE WASHINGTON

The French and Indian War brought to the attention of the colonists a young man who was to become one of the most famous men in the history of the world. Almost every man, woman, and child in every corner of the earth has heard of him. Let us pause in our story and learn something of the early life of George Washington, "the Father of his Country."

He was born at Bridges Creek in Virginia, near the Potomac River, on February 22nd, 1732. George grew to be a strong and healthy boy on his father's farms or plantations. When he was four years old, a neighbor taught him his letters. Then he went to school and studied reading, writing, spelling, and arithmetic. When he was about eleven years old, his father died. At the age of fourteen he made plans to become a sailor, but his mother begged him to stay with her and he gave up his plans. He went to school again and studied surveying until he was sixteen years of age. Besides what he learned from books, he also learned much about the life and business of Virginia farmers.

George was tall and strong. He loved sports and games and was fond of riding on horseback. He knew a great deal about the Indians and their life in the forests. Everybody who knew him liked him and trusted him because he was good, brave, and honest. Such a boy could have no trouble in finding employment.

As soon as George left school, a wealthy gentleman named Lord Fairfax employed him to survey his large estate of thousands of acres. Most of this land was covered with forest. The work Lord Fairfax asked George

YOUNG GEORGE WASHINGTON SURVEYING THE ESTATE OF LORD FAIRFAX

Washington to do was very difficult, but he did it all and did it well. While making the survey he lived in the forest. Sometimes he slept on the ground, sometimes in the huts of poor settlers. Sometimes he met and talked with savage Indians. When George had finished the work,

Lord Fairfax was so well pleased that he helped him to obtain the office of public surveyor. For the next three years Washington held this office and was very busy.

In 1751 Washington had to leave this work to take care of a sick brother. This brother died and left him the care of a large estate on the Potomac River. This estate was called Mount Vernon. Later it became famous as Washington's home.

During the years that Washington had worked as a surveyor, he had used his leisure hours and days to learn the duties and craft of a soldier. This was a wise thing for him to do. There was danger from the Indians. Soldiers were needed to protect the homes and lives of the people. There was danger, too, of trouble between the English and the French settlers in America. In 1753, as we have seen, they got into a quarrel over land in the valley of the Ohio River. The French built some forts near the river. Governor Dinwiddie of Virginia determined to send someone with a letter to the French telling them not to build forts or settle on land belonging to Virginia.

Who was the best man to send? He must be a brave man because it was a most dangerous journey. The Governor selected Washington, who was now a young man twenty-one years of age. Washington selected some guides and some Indians to go with him. It took them many weeks to go through the forests and over the mountains. Finally they found the French forts and delivered the letter. The French officers treated them well but said the French would stay in the Ohio Valley.

This meant war. Washington returned to Virginia and reported to the Governor what the French had said. The Governor immediately appointed him lieutenant-colonel and sent him back with two companies of soldiers to protect a fort that the Virginians were building near the

Ohio River. Before they arrived at the fort, a large company of French had driven away the men who were building it and had finished it themselves. Washington at once went to fight the French. They were too many for him and he was beaten, but he showed himself so brave that everybody praised him for being a hero.

The next year an army came from England to Virginia to fight against the French. This army was commanded by General Braddock. When General Braddock learned how brave and popular Washington was, he wanted him to go with him against the French, and he appointed him a colonel in his army. Washington was glad to aid the British commander and to go with his expedition to the Ohio Valley.

Alas! It was a sad journey. Suddenly the British were attacked by the French and their Indian friends who were hidden in the forest. General Braddock was killed, and Washington took his place. He called upon the soldiers to do their duty and to be brave. Then he rode where the danger was greatest. His horse was killed. He got another, and soon that also was shot. Four bullets went through Washington's coat, but he himself was not harmed, and he saved the army from complete destruction.

When Washington went back to Virginia, he was soon made commander over all the soldiers in that colony. For three years after this promotion he remained at the head of the army of Virginia to protect the colony against its enemies.

In 1759 Washington married Martha Custis, and for the next sixteen years he lived on his estate at Mount Vernon. Here he was a very successful farmer. He was chosen one of the burgesses, or lawmakers, of Virginia, and gave much of his time and thought to benefit his countrymen and fellow citizens.

Word Drill

attention	**famous**	**plantation**
surveyor	**difficult**	**leisure**
guide	**mountain**	**colonel**
popular	**danger**	**protect**
employment	**estate**	**promotion**

Review Exercises

1. Who has been called "the Father of his Country"?
2. When and where was George Washington born?
3. What can you tell about his education?
4. What work did he do soon after leaving school?
5. What did he learn while working as a surveyor?
6. Why did the governor of Virginia send him to visit some French forts?
7. Describe his journey to the forts.
8. What did the French officers say to him?
9. What happened after Washington returned to Virginia?
10. Tell how Washington helped General Braddock's soldiers.
11. Where did Washington live after the French and Indian War?

CHAPTER XI

CAUSES OF THE REVOLUTION

The Navigation Acts.—In 1775 Washington's peaceful life at Mount Vernon was disturbed by a quarrel between the British king and his American colonies. One of the causes of this quarrel was the Navigation Acts which had been passed by the British Government. These laws told the Americans how they must carry on their trade with the rest of the world. The rules were made for the benefit of the British Government and British traders. They were very unfair to the Americans, as you have already learned in Chapter VIII of this book. The colonists had never obeyed some of these laws because they said Britain had no right to make such laws.

Britain could not punish the disobedient colonists while her wars with France were going on. But after the French and Indian War, when Canada surrendered, Britain said she would make the Americans obey. The colonists refused, and a bitter quarrel began. Britain also said that she was going to keep an army in America to protect her territory and that the Americans must pay the expenses of this army. Again they refused to obey!

The Stamp Act.—The British Government now passed a law called the Stamp Act to raise more revenue from the colonies. This required that all newspapers, almanacs, and all kinds of legal papers have a stamp on them. These stamps cost from one cent to sixty dollars and had to be purchased from British officers. The colonists held this Act unjust, and they would not buy the stamps.

RAISING A LIBERTY POLE

This was one of the ways in which the colonists expressed their protests against the injustice of the acts of the British Government.

Men from nine of the colonies met at New York in 1765 and held what is known as the Stamp Act Congress. They declared that it was one of the rights of English colonists that they should pay no taxes to anybody but their own officers. They could not be taxed by anybody else without their own consent. The colonists did not send any men, or representatives, to the British Parliament. Therefore, they said, the Stamp Act and all other tax laws made by Parliament could not be enforced in the colonies. Parliament repealed the Stamp Act, but in doing so declared that the British Government had a right to make any law it wished for America.

Other Taxes.—In 1767 the British Parliament passed another law which compelled the Americans to pay a tax on all glass, lead, paper, paint, and tea brought into the colonies. To make the people pay these taxes the king sent soldiers to America. This made the colonists still more angry.

Protests of the Colonists.—All over the colonies the people declared they would not pay any taxes to the British Government. Shiploads of tea were sent to New York, Philadelphia, and Baltimore, but the people would not let it land, and the ships had to carry it back to England. At Boston a British ship attempted to land some tea, but some people dressed as Indians threw it into the sea. In punishment for this act Parliament passed a law that no ship could trade with Boston until the people paid for the tea, but they did not pay.

The First Continental Congress.—In 1774 men from all the colonies but Georgia met at Philadelphia and voted not to trade with Britain until the unjust tax laws were repealed. They also asked the king to treat them justly and sent letters explaining their troubles to the people of Britain, the people of Canada, and their fellow colonists. These representatives voted to have another meeting in Philadelphia in May, 1775.

Word Drill

disturb	**quarrel**	**navigation**
peaceful	**unfair**	**expense**
benefit	**traders**	**protect**
stamp	**congress**	**tax**
Parliament	**consent**	**punishment**
unjust	**repeal**	**explain**

Review Exercises

1. What disturbed Washington's life at Mount Vernon?
2. What were the Navigation Acts?
3. What happened after Canada surrendered to Great Britain?
4. Describe the Stamp Act.
5. What did the Americans say about the Stamp Act?
6. What became of the Stamp Act?
7. What other taxes did Parliament ask the Americans to pay?
8. What did the people say? What did they do about tea?
9. Describe the First Continental Congress.

CHAPTER XII

THE REVOLUTIONARY WAR

War Begins.—In the spring of 1775 General Gage, who commanded the British soldiers in Boston, made up his mind to capture Samuel Adams and John Hancock. These two men were the leaders of the American patriots in Massachusetts. The night of the 18th of April they were staying at a house near Lexington, a few miles from Boston. Learning this, Gage sent some soldiers to capture them and also to get some powder and supplies that the patriots had collected at Concord, a few miles beyond Lexington.

When the British soldiers left Boston, a patriot named Paul Revere started on horseback for Lexington and Concord. During the night he warned the farmers that the soldiers were coming. In the morning, when the British troops reached Lexington, fifty patriots were waiting for them. The soldiers fired and killed eight of the colonists.

Then the troops went on to Concord. There four hundred patriots were assembled ready to fight. In a sharp battle at Concord bridge the British were driven back. They started for Boston. From all directions the farmers came running to attack them. All the way back to Lexington, a distance of ten miles, the farmers fired at them from behind houses, trees, and stone walls. At Lexington the retreating troops met some more British soldiers who had come from Boston to help their comrades. The Americans fired upon these also and chased all the soldiers back to Boston. Nearly three hundred of the British troops were killed. The Americans lost eighty-eight men.

When the American patriots heard that a battle had been fought, they took their guns and hurried to Boston from all over New England. In a few days thousands of men were camped near Boston ready for the war that now seemed certain to come.

The Second Continental Congress.—When the Continental Congress met for the second time, at Philadelphia

Photograph from Keystone View Co.

BOULDER MARKING THE LINE OF THE MINUTE MEN AT LEXINGTON

in May, 1775, the patriots asked the delegates to make plans for the war. The delegates had not been elected to do this, but somebody must do it quickly. The Congress thought that they ought to do what the people wished, so they voted to call the patriots who were camped around Boston the Continental Army. Troops from Pennsylvania and Maryland were ordered to join the New England troops.

Who should be the general of the Continental Army? Washington was the man for such an important post. The Congress asked him to be commander-in-chief, and he accepted. He left his home immediately and went to Cambridge, Massachusetts, where an army of sixteen thousand untrained men was waiting for him.

Bunker Hill.—On June 17th, before Washington arrived, the Americans and the British fought another battle near Boston. The Americans had begun to fortify Bunker Hill, near the city, and the British went to attack them. The Americans drove the British troops back twice. When they came up the hill the third time, the Americans had no more powder, but they continued to fight with their gunstocks and with stones. Although the British finally captured the hill, they lost twice as many men as the Americans lost.

The British Driven from Boston.—For months Washington tried to drive the British out of Boston. At last, in the spring of 1776, he got possession of a hill called Dorchester Heights. This hill overlooked the city, and when the British saw Washington's soldiers and their cannon on the hill, they left the city and sailed away to Halifax, in Nova Scotia. Washington then thought that the British would soon try to capture New York; so he went there and fortified Brooklyn Heights, on Long Island.

The Desire for Independence.—While the fighting around Boston had been going on, the Continental Congress had sent a man named Richard Penn to England to try to get King George III to make peace and give the Americans their rights. The stubborn king not only refused this, but he hired Hessian soldiers in Germany and sent them to America, because the British troops did not like to fight the Americans.

Greatly dissatisfied with the rule of Britain, the Amer-

icans now began to talk about being independent. Before this they had been willing to belong to Britain if they could have their rights. Now they declared they would fight to be free and establish a separate nation of their own. There were, however, many colonists who thought it wrong to oppose the king. These were called Tories. Some joined the British army; some went to Canada; some stayed in the colonies and had much trouble with the patriots.

THE CONTINENTAL CONGRESS VOTING INDEPENDENCE

America's Birthday.—On July 4th, 1776, the Continental Congress voted "that these united colonies are, and of right ought to be, free and independent states," and signed the famous Declaration of Independence. That day was the birthday of American freedom, the day when we threw off the bonds that bound us to Britain. Every year throughout this country and in many other countries, wherever there are American residents, Independence Day is fittingly celebrated. It is sometimes called the Fourth of July.

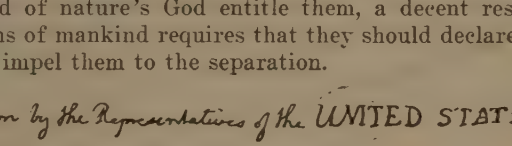
The following is the Declaration of Independence to which we owe our freedom to-day:

THE DECLARATION OF INDEPENDENCE

IN CONGRESS, *July* 4, 1776.

THE UNANIMOUS DECLARATION
OF THE
THIRTEEN UNITED STATES OF AMERICA

When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.


A Declaration by the Representatives of the UNITED STATES OF AMERICA, in General Congress assembled.

When in the course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth the separate and equal station to which the laws of nature & of nature's god entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

BEGINNING OF THE FIRST DRAFT OF THE DECLARATION OF INDEPENDENCE IN THE HANDWRITING OF THOMAS JEFFERSON

We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute a new government, laying its foundation on such principles, and organizing its powers in such form as to them shall seem

most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of these Colonies, and such is now the necessity which constrains them to alter their former system of government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these States. To prove this, let facts be submitted to a candid world.

He has refused his assent to laws the most wholesome and necessary for the public good.

He has forbidden his governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved representative houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the legislative powers, incapable of annihilation, have returned to the people at large for their exercise; the State remaining, in the meantime, exposed to all the dangers of invasion from without and convulsions within.

He has endeavored to prevent the population of these States; for that purpose obstructing the laws for naturalization of

foreigners; refusing to pass others to encourage their migration hither; and raising the conditions of new appropriations of lands.

He has obstructed the administration of justice by refusing his assent to laws for establishing judiciary powers.

He has made judges dependent on his will alone for the tenure of their offices and the amount and payment of their salaries.

He has erected a multitude of new offices, and sent hither swarms of officers to harass our people and eat out their substance.

He has kept among us, in times of peace, standing armies, without the consent of our legislatures.

He has affected to render the military independent of and superior to the civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution and unacknowledged by our laws; giving his assent to their acts of pretended legislation:

For quartering large bodies of armed troops among us;

For protecting them, by a mock trial, from punishment for any murders which they should commit on the inhabitants of these States;

For cutting off our trade with all parts of the world;

For imposing taxes on us without our consent;

For depriving us, in many cases, of the benefits of trial by jury;

For transporting us beyond seas to be tried for pretended offenses;

For abolishing the free system of English laws in a neighboring province, establishing therein an arbitrary government and enlarging its boundaries, so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies;

For taking away our charters, abolishing our most valuable laws, and altering fundamentally the forms of our governments;

For suspending our own legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated government here, by declaring us out of his protection and waging war against us.

He has plundered our seas, ravaged our coasts, burnt our towns, and destroyed the lives of our people.

He is, at this time, transporting large armies of foreign

mercenaries to complete the works of death, desolation, and tyranny, already begun, with circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the head of a civilized nation.

He has constrained our fellow citizens taken captive on the high seas to bear arms against their country, to become the executioners of their friends and brethren, or to fall themselves by their hands.

He has excited domestic insurrection amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes, and conditions.

In every stage of these oppressions we have petitioned for redress in the most humble terms; our repeated petitions have been answered only by repeated injury. A prince whose character is thus marked by every act which may define a tyrant is unfit to be the ruler of a free people.

Nor have we been wanting in attention to our British brethren. We have warned them, from time to time, of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They, too, have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity which denounces our separation and hold them, as we hold the rest of mankind, enemies in war, in peace, friends.

We, therefore, the Representatives of the United States of America, in General Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name and by the authority of the good people of these Colonies, solemnly publish and declare: That these United Colonies are, and of right ought to be, free and independent States; that they are absolved from all allegiance to the British crown, and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved; and that as free and independent States they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent States may of right do. And for the support of this declaration,

with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

JOHN HANCOCK.

Georgia

BUTTON GWINNETT
LYMAN HALL
GEO. WALTON

South Carolina

EDWARD RUTLEDGE
THOS. HEYWARD, JUNR.
THOMAS LYNCH, JUNR.
ARTHUR MIDDLETON

Virginia

GEORGE WYTHE
RICHARD HENRY LEE
THOS. JEFFERSON
BENJ. HARRISON
THOS. NELSON, JR.
FRANCIS LIGHTFOOT LEE
CARTER BRAXTON

Delaware

CAESAR RODNEY
GEO. READ
THO. M'KEAN

New Jersey

RICHD. STOCKTON
JNO. WITHERSPOON
FRAS. HOPKINSON
JOHN HART
ABRA. CLARK

New Hampshire

JOSIAH BARTLETT
WM. WHIPPLE
MATTHEW THORNTON

Rhode Island and Providence Plantations

STEP. HOPKINS
WILLIAM ELLERY

Massachusetts Bay

SAML. ADAMS
JOHN ADAMS
ROBERT TREAT PAINE
ELBRIDGE GERRY

North Carolina

WM. HOOPER
JOSEPH HEWES
JOHN PENN

Maryland

SAMUEL CHASE
WM. PACA
THOS. STONE
CHARLES CARROLL of Carrollton

Pennsylvania

ROBT. MORRIS
BENJAMIN RUSH
BENJA. FRANKLIN
JOHN MORTON
GEO. CLYMER
JAS. SMITH
GEO. TAYLOR
JAMES WILSON
GEO. ROSS

New York

WM. FLOYD
PHIL. LIVINGSTON
FRAN'S. LEWIS
LEWIS MORRIS

Connecticut

ROGER SHERMAN
SAML. HUNTINGTON
WM. WILLIAMS
OLIVER WOLCOTT

The Battle of Long Island.—Although the Americans had declared themselves independent, they had to continue fighting in order to make their declaration good. Soon the British army was joined by more soldiers from England, and they went to capture New York. A terrible battle was fought on Long Island, and the Americans were beaten and driven from Brooklyn Heights. They fled in rowboats to New York City and later crossed the Hudson River into New Jersey.

The British, after taking possession of New York, then chased the Americans to the Delaware River. Washington's army crossed into Pennsylvania, where the British could not follow because the Americans had all the boats. The British and Hessians took possession of Trenton. Their commander, Lord Howe, went back to New York to celebrate Christmas.

The patriot soldiers were discouraged. Many of them left the army. People found fault with Washington because he had been beaten. Many became Tories. But there were some whose faith in the great general never faltered. Robert Morris of Philadelphia was one of Washington's best friends. Morris borrowed a great deal of money and gave it to Washington for the army.

The Battle of Trenton.—On Christmas night, 1776, Washington went back across the Delaware River with 2,400 men and surprised the Hessians, who were having a good time, eating and drinking. He captured a thousand of them and lost only four of his own soldiers. This victory filled the patriots with hope.

A few days later Washington captured two hundred more at Princeton, New Jersey. Soon the Americans drove nearly all the British out of New Jersey.

During the next fall (1777) the British won a battle at Brandywine and another at Germantown, both in Pennsylvania. Then they took possession of Philadelphia,

and Washington made his camp at Valley Forge, about twenty-two miles from the city. Here the American army stayed all winter and nearly starved and froze to death. The soldiers suffered terribly. That winter was the saddest of all during the war.

Burgoyne's Surrender.—Another British army was sent in the summer of 1777 from Canada to try to capture the state of New York. General Burgoyne, the commander,

WASHINGTON CROSSING THE DELAWARE

led part of this army to Lake George and then started for Albany. The rest of the army was to come by other routes and join him there, but all his plans failed. The last of Burgoyne's large army was defeated at Saratoga and surrendered to General Horatio Gates on October 17th, 1777.

This victory made many friends for the Americans. France had already sent money secretly to help the Americans fight against Great Britain. Now the king of France entered into a treaty of alliance and sent ships

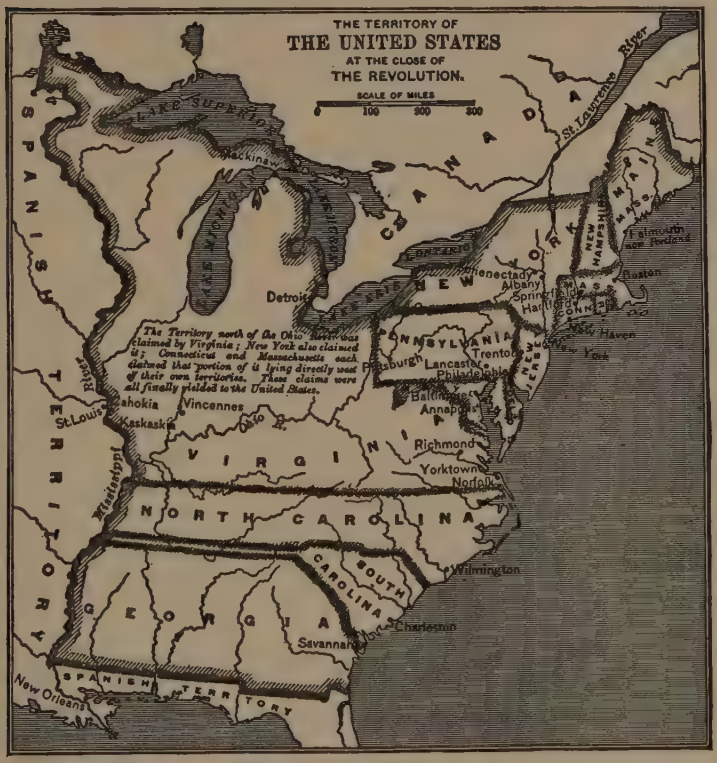
and soldiers. Spain and Holland had also sent money to help the Americans, and both these countries now made war on Britain.

The Close of the War.—The war lasted three years after the French army joined the Americans in 1778, but the patriots were now hopeful and full of courage. Sir Henry Clinton was in command of the British in Philadelphia. When he heard that the French were coming, he and his army left the city and went to New York. Several battles were fought around New York and near the New England coast, but the main part of the fighting during the last three years of the war was in the South.

The state of Georgia was conquered by the British, and also a large part of South Carolina. At Camden, in South Carolina, Lord Cornwallis and the British won a great victory over General Gates and the Americans. But to balance these defeats John Paul Jones and some other sea captains with a few American ships did much damage to the British fleet and won many victories.

In 1781 General Nathaniel Greene took command of the Americans in the South, and the British were driven out of Georgia. Under Cornwallis they had burned houses and destroyed ten million dollars' worth of American property. After this Cornwallis fortified a camp at Yorktown, in Virginia. Here General Lafayette kept guard and watched the British army while Greene again went South and drove the British out of most of South Carolina. In a short time a French fleet arrived and prevented Cornwallis from escaping by sea. Washington hurried from the Hudson River to Yorktown to prevent Cornwallis from escaping by land. The British army was in a bad trap. After fighting a week Cornwallis decided to surrender. The Revolutionary War was over. King George III wanted to fight again, but Parliament said "No!" and he had to make peace.

The Treaty of Peace.—On September 3rd, 1783, a group of men chosen by Britain and the United States signed a treaty of peace at Paris. They agreed that the United States should be free and should extend from the Atlantic



THE TERRITORY OF THE UNITED STATES AT THE CLOSE OF THE REVOLUTION

Ocean on the east to the Mississippi River on the west. Canada on the north should belong to England. All Florida was given to Spain; the country west of the Mississippi River already belonged to Spain. The thirteen colonies were now the thirteen United States of America.

Before we leave the Revolutionary War you will be interested to read in the next chapter the story of one who died a brave death for the sake of the new country.

Word Drill

Lexington	**Concord**	**patriot**
comrade	**capture**	**fortify**
independence	**celebrate**	**defeated**
suffered	**surrender**	**victory**

Review Exercises

1. What was the first battle of the Revolutionary War?
2. What was the effect?
3. What was done by the Second Continental Congress?
4. Describe the battle of Bunker Hill.
5. How were the British driven out of Boston?
6. Explain the desire for independence.
7. Who were the Tories?
8. What happened on Independence Day? What was the date?
9. Can you give the first paragraph of the Declaration of Independence?
10. How does the Declaration of Independence say that all men are created? What does this mean?
11. What rights does it say belong to all men?
12. Name some reasons why the King of Great Britain was called a tyrant.
13. What did the members of the Congress pledge in order to make good their declaration?
14. Describe the battle of Trenton.
15. What took place at Valley Forge?
16. What was the effect of Burgoyne's surrender?
17. What was the last battle of the war?
18. What was agreed to when the treaty of peace was signed?

CHAPTER XIII

NATHAN HALE

It was April 20th, 1775. In the Union Grammar School at New London, Connecticut, about thirty boys were busy with their lessons. We can imagine how diligently they were working, for many of them were anxious to enter college, win honors, and eventually become as popular and highly esteemed as was their teacher, Nathan Hale.

Young Hale, although not quite twenty years of age, had already won high reputation as a scholar, a teacher, a thinker, and a leader among the people. He was born in the town of Coventry, Connecticut, on June 6th, 1755. In 1773 he was graduated from Yale College with the highest honors.

The first year after his graduation he taught in the little red schoolhouse at East Haddam. His success there led to his engagement the next year as teacher of the fine new grammar school at New London.

The political troubles between the American colonies and Great Britain had made Hale a bold and outspoken patriot, and since the day he entered college, his eloquent words had often roused his hearers to the highest enthusiasm in defense of their rights and liberties.

On this particular morning his thoughts were with his pupils and their schoolroom discussions. Suddenly there was heard the sound of excited voices in the street. A window was open, and the boys caught some words which filled them with excitement. The teacher counseled them not to let their thoughts wander from their lessons.

But the noise and excitement outside the building continued, and the boys became too much disturbed to work. The teacher himself found that he was as anxious as the boys to know what was happening. He closed the school and with his boys rushed toward the crowd that had surrounded the statue of King George.

"What is it all about?" asked Hale.

THE NATHAN HALE SCHOOLHOUSE AT NEW LONDON, CONNECTICUT

The building is now used as a museum.

"Haven't you heard? It is a message from Lexington where the British have fallen on our brothers and sought to cut them to pieces. Yesterday there was a battle."

"Has it come to that?" asked Hale in astonishment.

Another man addressed the crowd. "Let all who wish to form some plan to help Massachusetts meet me to-night at Miner's Tavern."

Hale went to his lodgings. He was so absorbed with the

terrible news that had come from Lexington that he thought no more of school.

In the evening he joined the throng of serious, thoughtful men that assembled at Miner's Tavern. After listening to an earnest speech by the Honorable Richard Law, Hale ascended the platform and began to talk. As they listened to his eloquence and observed his manly bearing, his hearers forgot all else in their desire to seize their muskets and swords and march to the aid of their countrymen in Massachusetts.

Hale closed with these words:

"Let us not lay down our arms until we have gained our independence!"

Independence! That was a new thought. But it was a thought that would soon be in thousands of minds.

That night Hale made arrangements to go with the two companies of soldiers that were to be sent to Cambridge. The following morning they left New London at sunrise. At Cambridge Hale became a favorite with the officers and men. For months he worked hard to train and exercise his company of soldiers, and he did this so well that he won compliments from his commander-in-chief, Washington.

The next year, 1776, Washington's army moved from Boston to New York and fought the British at Long Island. The British won the battle and the Americans were forced to retreat to Harlem Heights, leaving New York City in the hands of the enemy. Washington was in great distress. If he only knew the plans of the British, he might prepare his army to meet them. If he could learn just how the city was fortified and guarded, he might then capture it.

There was only one way to get the needed information. He must send a spy into the British camp. That spy must be no ordinary soldier. He must be skilled in military

affairs, able to make drawings and descriptions of the fortifications, and capable of understanding and reporting everything he saw. Above all else he must be fearless and willing to risk his life.

Washington asked Colonel Knowlton to endeavor to find such a man among the officers. Colonel Knowlton called the officers together and asked for a volunteer to undertake the dangerous task. No one responded. It was the shame of being a spy that held them back. The Colonel pleaded eloquently for someone to undertake the work on which the fate of the whole army might depend. Still no response.

Nathan Hale, who had just risen from a sick bed, entered. He asked: "What is going on?"

They told him.

Without a moment's hesitation he said: "I will undertake it."

Captain Hull, his friend and former classmate in college, exclaimed: "You do not know what you say. You, a spy!"

Another of the officers cried out: "There is someone other than you for such service."

"Who?" asked Hale.

There was no answer.

Hale repeated his offer, saying: "I wish to be useful, and every kind of service for the public becomes honorable by being necessary."

His brother officers said no more. That afternoon Hale reported to Washington and received his instructions. With a friend he left the camp and walked from Harlem Heights to Norwalk, fifty miles up Long Island Sound on the Connecticut shore. There he disguised himself as a Tory schoolmaster and alone boarded a sloop which took him to Huntington, Long Island.

Hale landed near the Widow Chichester's Tavern.

Knowing this to be a resort of Tories and friends of the British, he passed by and made his first stop at the home of William Johnson, about a mile from his landing place. After resting a few hours and obtaining such information as he could about the journey he wished to make, he set out for the British camp, claiming to be looking for a position as teacher. He visited the British camp on Long Island and crossed over to New York City, where the British had taken full possession since he left Washington's headquarters. Here Hale spent some days visiting with the soldiers. All this time he was studying the plans of the fortifications. Whenever he had an opportunity to be alone, he drew sketches and wrote out in Latin descriptions of what he had seen.

When he could learn no more, he started on his homeward journey with these maps and sketches concealed in his shoes. In safety he made his way back to Huntington, where he expected a boat to meet him. It was very early in the morning when he arrived, and finding no boat, he decided to go to the Tory tavern for breakfast. There he talked with the Tories, but he did not notice that one of them left the room soon after he entered. Several hours later a boat was seen approaching. The Tories at once scattered, fearing the boat might contain Connecticut Yankees, whom they did not wish to meet. Hale assured them that the Yankees would not hurt a poor schoolmaster and offered to go and see what they wanted.

We can imagine how eagerly he hastened to the edge of the water, expecting to meet his friends. But alas, what a disappointment! When he came within range, a dozen men of the boat's crew leveled their guns at him and cried: "Surrender or die!"

Hale was trapped.

The man who had left the tavern was a Tory relative who had recognized him and sent word to a British ship.

The commander of this ship had sent the boat to capture him. He was at once rowed to the guardship *Halifax*.

"Are you a captain in the Continental Army?" asked the commander.

"I am," replied Hale.

"Why are you disguised?" was the next question.

There was no answer.

"Search him," ordered the commander. The papers and drawings were found in his shoes.

That settled it. The prisoner was a spy.

Hale was sent to the headquarters of General Lord Howe in New York City. Howe was dumbfounded.

"Why did you, a man of learning and fine appearance, attempt this sort of work?"

Hale answered: "I am serving my country, and for that reason I will do any service that my country demands."

Howe admired his spirit and this thought came into his mind: "What a gain if this man would serve us. Surely ambition and place can tempt him."

He said to his prisoner: "I will grant you full pardon if you will join the British Army, and you will be speedily promoted to a high position."

Hale answered: "Nothing so increases my loyalty to my country as this temptation to forsake her."

"Then you must die for her," was the grim response of General Howe.

Turning to his desk, he wrote out the commitment, which directed William Cunningham to receive Nathan Hale, keep him in custody until morning, and then see that he was hanged by the neck until dead. A British officer then conducted Hale to the quarters of Cunningham, the provost-marshal. This cruel and brutal man was in the habit of treating his prisoners most shamefully. He would insult them, kick them, and parade them up and down the corridors of the prison with Richmond, his

negro hangman, carrying a coil of rope behind them. Many were hanged in the yard back of the jail and their bodies left to dangle for hours that other prisoners might see them and shudder at the sight.

This man, after questioning Hale as to his age and history, read the death warrant telling him that he was to die at daybreak.

Every minute of that time would be needed to say goodby to his father, brothers, and sisters and to write a last loving letter to Alice Adams Ripley, the young lady who waited in her Connecticut home, longing and hoping for the time when he would return from the war and make her his wife.

Hale asked that his hands might be untied and that he might have a light and some writing materials. The heartless Cunningham refused his request. Hale asked for a Bible. Again he was refused with jeers and insults, and he was placed in a cell for the night. After Cunningham had fallen into a drunken stupor, a kind-hearted British officer who was Hale's guard furnished him writing materials and a light. The hours of that sad night were passed in writing his last letters to the dear ones at home.

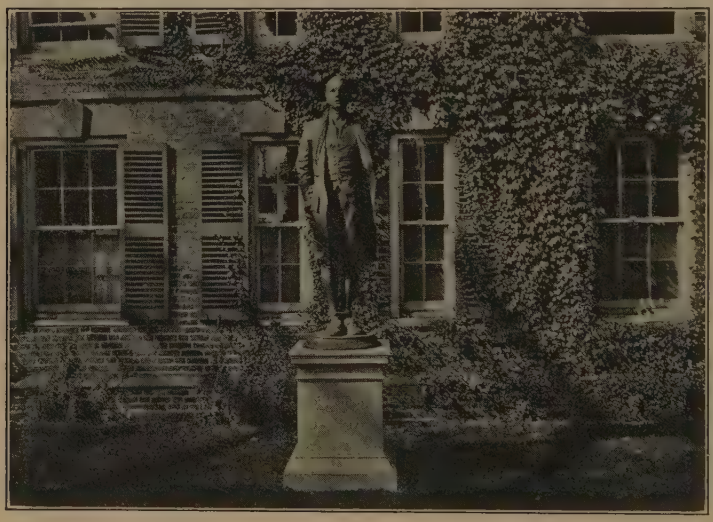
At daybreak the provost-marshal came. The prisoner had not slept, but he was ready. He handed his letters to Cunningham, who opened them, read them, tore them into fragments, and stamped upon them, saying the rebels should never see such letters. No one should ever know that a man died with such courage.

Oh, the anguish that pierced the soul of Nathan Hale! Yet he gave no sign of his feelings.

He was ordered to prepare for the death march. He asked for a clergyman, but his request was refused. The line of march took him through a vast crowd of men and women to the place of execution in Colonel Rutger's

apple orchard. Hale, clothed in white with his arms bound behind him, was preceded by a file of soldiers.

The soldiers formed a hollow square about an apple tree. Underneath the tree a grave had been dug. The hangman placed his ladder against a limb of the tree and adjusted the rope. Four men placed the coffin beneath the hanging



Courtesy of the Albertype Co.

STATUE OF NATHAN HALE ON THE CAMPUS OF YALE UNIVERSITY, NEW HAVEN, CONNECTICUT

The statue stands in front of Connecticut Hall, the building in which Hale lived as a student at Yale College

noose. Hale was ordered to stand upon the coffin. While the final preparations were being made, he stood with his manly form erect and his beautiful face illuminated with the glow of courage and patriotism. Even the hardest of the soldiers were awed by the sight. Cunningham hoped to destroy the impression produced by the sublime spectacle and called to Hale to make his last confession.

The martyr, whose face had been turned upward in

prayer, cast upon Cunningham a look of unutterable contempt. Then he turned his eyes to the spectators. The women were sobbing, and the men had turned away their faces. All became silent as Hale's voice, strong, full, and ringing with the energy of courage and patriotism, uttered these immortal words:

"I only regret that I have but one life to lose for my country!"

The provost-marshal was stunned. His rage almost choked him. As soon as he could collect himself, he roared: "Swing the rebel off!"

Noble, heroic death!

Thus passed away the martyred patriot spy, but his name will live forever and furnish us with an inspiration for great and noble deeds.

Word Drill

diligently	**college**	**graduation**
instruction	**information**	**opportunity**
journey	**disappointment**	**inspiration**

Review Exercises

1. What happened on April 20th, 1775, in the Union Grammar School at New London?
2. What kind of man was Nathan Hale?
3. Tell what happened when a messenger arrived from Lexington.
4. Describe Nathan Hale's speech.
5. Where did he go?
6. Why did he offer to become a spy?
7. Tell what he did and how he was captured.
8. How did the British soldiers treat him?
9. What were Hale's last words?

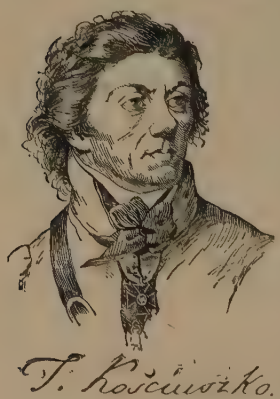
CHAPTER XIV

SOME GOOD FRIENDS OF AMERICA

This country is indebted to a number of foreigners for their services during the Revolutionary War in aiding to make it what it is to-day—an independent nation.

Tadeusz Kosciuszko

Tadeusz Kosciuszko (pronounced *Kos-choosh-ko*), born in Lithuania, which was at that time a part of Poland, believed that he could be of some service to the American colonies in their fight for freedom from Great Britain. In 1776 he left his native land and set sail for these shores.



Kosciuszko came from a poor family, but at the age of 30 he had already served as a captain in the Polish army. He received his military education at Warsaw and at Versailles, in France.

After presenting letters of recommendation from Benjamin Franklin, Kosciuszko was assigned as colonel to General Gates' army. He distinguished himself during the war and was early made adjutant to General Washington.

When the Revolutionary War was over, Kosciuszko received the thanks of Congress with a commission as brigadier-general. In 1786 he returned to his home and

there continued to serve his own people. In 1797 he visited this country again.

As a result of a fall from his horse, Kosciuszko died on October 15th, 1817, at Solothurn, Switzerland. He was not buried in Switzerland, however, for Emperor Alexander I of Russia had his body removed to Cracow.

This great Polish soldier was born on February 12th. What do Americans celebrate on this day?

Kosciuszko was a firm believer in absolute equality before the law. What does that mean?

Casimir Pulaski

Another Polish patriot to whom Americans owe a great deal for unselfish service in the cause of our liberty was Count Casimir Pulaski, also a native of Lithuania.

After the deaths of his father and brothers, who lost their lives because of their resistance to the conquest of Poland by Russia, Austria, and Prussia, Pulaski fled to Turkey. From there he made his way through France to the United States to join in our struggle for freedom from Great Britain.

C Pulaski

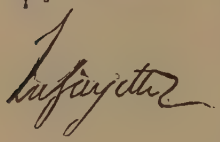
In 1777 Pulaski volunteered his services to General Washington and was accepted. Distinguishing himself at the Battle of Brandywine, he was promoted by Congress to the rank of brigadier-general. This officer commands a brigade, a body of troops containing two regiments.

Within a few months Pulaski resigned his command and organized his own corps of cavalry and light infantry. He rendered great service to the American army in organizing and drilling our soldiers.

Our foreign-born heroic friend was mortally wounded during the siege of Savannah, Georgia, in 1779.

Marquis de Lafayette

Many American citizens who urged the earlier entrance of the United States into the recent World War declared that this country owed a great deal to France for its splendid services to us during the Revolutionary War. You have already read of this assistance. When the news of our struggle first reached France, the Marquis de Lafayette, a young French nobleman, became more than interested in the cause of the colonists. He fitted out a ship, keeping his activities from becoming known to his Government, and sailed from Spain on April 24th, 1777, with eleven companions.



Upon his arrival here, during a most discouraging period in the war, Congress appointed Lafayette a major-general and he was attached to General Washington's staff. His very first statement to Washington was: "I have come, sir, to offer my sword and my fortune to the service of the United States of America." Was this not a splendid spirit of service? The British referred to Lafayette as "the boy," for he was only twenty years of age.

The account of Lafayette's great work for the American colonies makes very interesting and exciting reading.

Following his return to France after the war, Lafayette became very active in the political and military affairs of his own country. On invitation of the United States Congress he visited our country again in 1824. This was

a memorable event. He was given the sum of $200,000 and a grant of land in recognition of his services.

Monuments have been erected to Lafayette's memory throughout the United States and France. Cities and institutions have been named after him. In August, 1920, the Knights of Columbus of this country presented to France a magnificent and very costly statue of Lafayette.

You may be interested to know the date of his birth. It was September 6th, 1757.

This is one of Lafayette's magnificent tributes to the United States:

> May this immense temple of freedom ever stand a lesson to oppressors, an example to the oppressed, a sanctuary for the rights of mankind!

Word Drill

foreigner	**native**	**commission**
equality	**unselfish**	**struggle**
regiment	**cavalry**	**infantry**
memorable	**magnificent**	**statue**

Review Exercises

1. Why is this country indebted to Kosciuszko?
2. Who was he?
3. When did he come to this country? Why?
4. What position did he hold under Washington?
5. How was his work appreciated? By whom?
6. For what are we indebted to Pulaski?
7. Who was he?
8. Why did he leave Poland?
9. To what rank was he assigned by Congress? Why?
10. What was Pulaski's great service to the American army?
11. What Frenchman was interested in American Independence?
12. What did he do on April 24th, 1777?
13. What was his appointment by Congress?
14. What did he state to Washington?
15. What did Congress do in 1824?
16. What did Lafayette say about the United States?

CHAPTER XV

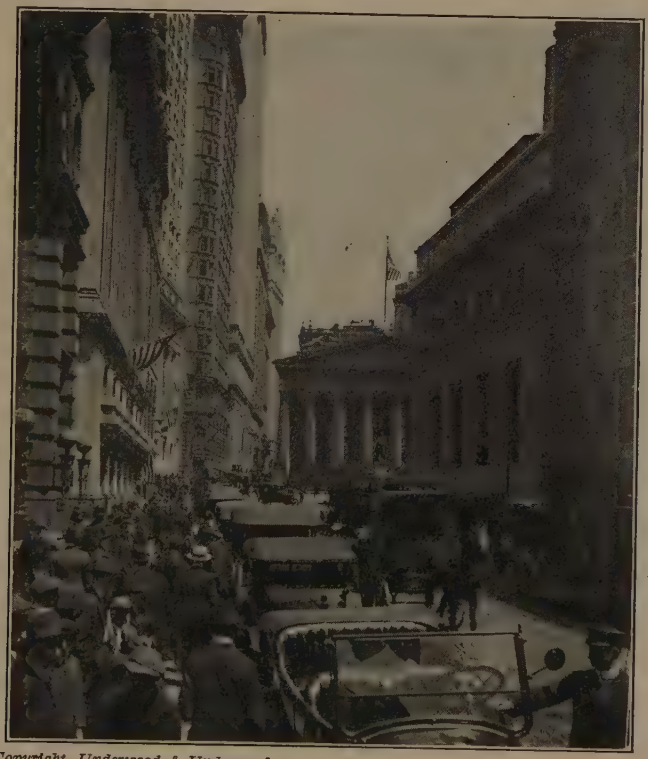
PRESIDENT WASHINGTON

Troubles of the New Nation.—Soon after the Revolutionary War a new kind of trouble caused great sorrow to George Washington. The new United States had not yet made for themselves a good system of government. They had no president to enforce the laws. They had no supreme court to settle their disagreements. They could not collect taxes to pay their debts to the soldiers and other people. The people quarreled and were almost ready to fight one another. Some men in the army asked Washington to be their king, because they thought that he could make a good government and give them their pay. It made him very sad to think that his army wanted another king after they had fought so long for their freedom from the British king. He told his officers never to say anything more to him about a thing so foolish and so wrong.

As soon as he was sure that Great Britain would not try to renew the war, Washington resigned his office as general in 1783 and became a private citizen. He refused to accept any pay for his years of service in the army. The gratitude of his people was all the pay he wanted.

Five years later the states decided that they must have a better government. They sent delegates to a convention in Philadelphia to decide what kind of government they should have. In a later chapter of this book you will learn how the new form of government under the Constitution was decided upon.

Washington the First President.—When the Constitution had been approved by the people in 1788, they held an election to choose the first President of the United States.



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THE SCENE OF WASHINGTON'S FIRST INAUGURATION

This is Broad Street, New York city, in the heart of the financial district. The building at the end of the street is the United States Sub-Treasury. The statue of Washington standing in front of it marks the spot of his first inauguration.

George Washington was the choice of every state. He was inaugurated on April 30th, 1789, on the balcony of the Federal Hall in New York City. This building is now the United States Sub-Treasury.

For eight years Washington governed wisely and well. His task was very difficult. He had to organize and put into operation every department of the new Government. There were also troublesome questions to settle with France and Great Britain. Washington met every difficulty with honesty and fairness, and when he retired from office, he was loved at home and respected abroad. Many

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MOUNT VERNON

of the people wished him to be their President for another four years, but failing health made it necessary for him to rest. He went to his home, Mount Vernon, hoping to spend the rest of his life in peace and quiet.

This peace was soon disturbed. The United States had trouble with France, and the two countries began to fight upon the sea. Washington was again appointed to be the head of the army, and he prepared for a struggle. Fortunately, however, the trouble was soon settled, and he returned again to his peaceful life.

At Mount Vernon Washington managed his estate and

entertained his friends until his death on December 14th, 1799. When he died, the whole country mourned. To-day his name and memory are respected throughout the civilized world. Throughout the United States his birthday is celebrated on February 22nd. He was a great general and a great President. His people loved him most of all because he was a brave and true man who served his country all his life and was always a good citizen.

"He was first in war, first in peace, and first in the hearts of his countrymen."

Word Drill

enforce	**resign**	**citizen**
gratitude	**delegate**	**convention**
election	**organize**	**president**

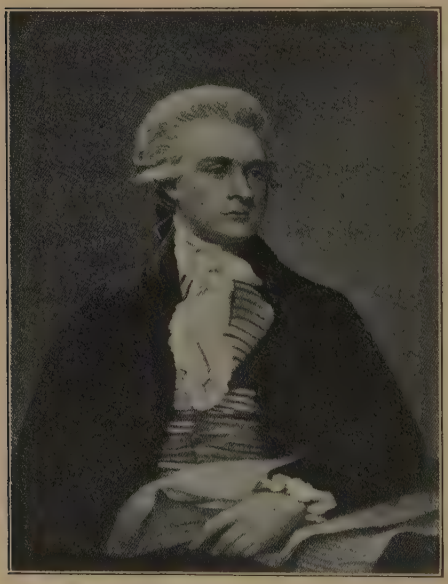
Review Exercises

1. After the Revolution what caused great sorrow to George Washington?
2. When was the Constitution adopted?
3. When did Washington become our first President?
4. When and where did he die?
5. Learn the last sentence of this chapter.

CHAPTER XVI

THOMAS JEFFERSON

Prominent among the men who shaped the new Government after the Revolutionary War was Thomas Jefferson. Next to Washington he did most to build up the United States in its early days.



THOMAS JEFFERSON

Jefferson was born at Shadwell, in Albemarle County in Virginia, on April 13th, 1743. His father was a farmer who owned a large farm of nearly two thousand acres and had about thirty slaves. As a boy he had excellent opportunity to get a good education at home under a private teacher.

When he was fourteen years old Jefferson's father died. The young Thomas was then sent to a school where he prepared himself to enter William and Mary College at Williamsburg, Virginia.

After two years of college work Jefferson began the study of law with a very able lawyer. At the age of

twenty-four he began to practice law in the Virginia courts. Besides caring for his large farm he was soon earning three thousand dollars a year as a lawyer. Two years after he began to practice, he was elected a member of the House of Burgesses, which was the legislature of Virginia.

When the colonies began to prepare for war, Jefferson was sent as a delegate to the Second Continental Congress at Philadelphia. Here his great skill as a writer was well known, and he was appointed chairman of a committee of five to write the Declaration of Independence. This one thing was enough to make Jefferson famous for all time.

After 1776 he went back to the Virginia legislature and served his state for three years. In the legislature he used his influence to help make many good laws. One of these gave perfect religious liberty to the people of Virginia. It was the first law of the kind ever passed by any legislature.

When the Revolutionary War was over, Virginia sent Jefferson again to the Congress of the United States. He asked Congress to make a law establishing in the new country a new system of money units, calculated in dollars and cents. Before this time the people of the American colonies had used the English system of pounds, shillings, and pence.

When Washington was made President, he wanted Jefferson to be his Secretary of State. Jefferson accepted the appointment, but he and Alexander Hamilton, the Secretary of the Treasury, did not agree well about the kind of laws that ought to be made. Hamilton wanted the President and Congress to do many things for the people of all the states. Jefferson thought it would be better to let the states do some of these things for themselves. He wanted to see the people manage their own

affairs as much as possible, and he said that Congress ought to do nothing but what the Constitution told them to do. Many people agreed with Jefferson. They were called "Republicans." Some years afterward they changed their name to "Democrats." This is why Jefferson is sometimes called the "Father of the Democratic Party."

In 1797 Jefferson was elected Vice-President of the United States. Four years later he was chosen President,

Photograph by Holsinger

THE UNIVERSITY OF VIRGINIA AS DESIGNED BY JEFFERSON

and he held that office eight years. While he was President, he did one of the greatest and best things for his country that was ever done by any President. He purchased Louisiana from France. Louisiana was then a very large territory. It included all the land north of Mexico and west of the Mississippi River to the Rocky Mountains. You will remember that this territory had been given to Spain after the French and Indian War, but France afterwards recovered it. It was larger than all of the United

States east of the Mississippi. This land was very valuable. Jefferson bought it all for $15,000,000. This was about two and one-half cents an acre. Some people said he had no right to buy it. The Constitution did not say he could, but he knew that most of the people wished him to, and he believed it was right. It was for the good of all the people that he did it, and everybody now praises him for it.

After he had been President eight years, Jefferson went back to his home in Virginia and spent the rest of his life there. He devoted his last days to giving his people help and advice about better schools and better government. Under his influence Virginia established a good system of public schools, beginning with the primary school and ending with the university. It took years of Jefferson's time to get the University of Virginia established, and he thought this was one of the best things he did in his whole life.

Jefferson died on July 4th, 1826, just fifty years after the day on which the Declaration of Independence was signed. He asked to have three things inscribed on his tomb—the three greatest and best acts of his life: "Author of the Declaration of Independence; of the Statute for Religious Liberty in Virginia; and Founder of the University of Virginia."

Word Drill

lawyer	**statute**	**establish**
chairman	**committee**	**influence**
Treasury	**Republican**	**Democrat**

Review Exercises

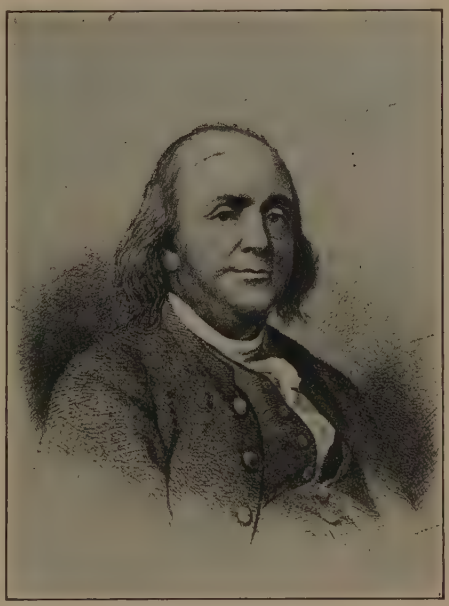
1. Where was Thomas Jefferson born?
2. What made Jefferson famous for all time?

3. What good law was passed in Virginia because of his influence?
4. What law did he ask Congress to pass?
5. What caused Jefferson and Hamilton to disagree?
6. What did he purchase when he was President?
7. What three things did he ask to have inscribed upon his tomb?

CHAPTER XVII

BENJAMIN FRANKLIN

Another man who did much to determine the character of our government was Benjamin Franklin. Unlike Washington and Jefferson, he was the son of poor parents.



BENJAMIN FRANKLIN

Franklin was born in the city of Boston on the 17th of January, 1706. His father earned a living by making and selling soap and tallow candles. As Benjamin had sixteen brothers and sisters, his father could not give him much spending money, so when he did get a few pennies, he was very happy.

In his old age Franklin was fond of telling how he spent some money when he was seven years old. It was his birthday, and his friends filled his pocket with pennies. He started for a store to spend them. On the way he met a boy blowing a

penny whistle. He did not know how much a whistle was worth, but he knew that he wanted one more than anything else; so he gave the boy all the money he had, took the whistle, and ran home blowing it.

When he told his brothers and sisters what he had done, they laughed at him and told him how foolish he had been and how many nice things he might have bought with his money. Benjamin cried to think he had paid so much for a penny whistle, but it taught him a lesson which he remembered all his life. When he saw men and women spending their time and strength and money to get showy trifles, or when he saw them doing wrong or dishonest acts in order to gain something, he would think how sorry they would afterwards be for their foolishness, and he would say to them: "Don't pay too much for your whistle."

Franklin began to learn to read when he was a very small boy, and he went to school until he was ten years old. He was so fond of books and reading that his father wanted to educate him to be a minister. His father was so poor, however, that he had to give up this plan, and Benjamin had to leave school to help his father make candles.

One of his brothers, James Franklin, was a printer. When Benjamin was twelve years old, he hired himself to James to help him with his work and to learn the printer's trade. His brother had some good books, and Benjamin spent his spare time in studying them and writing compositions, for he wanted to learn to write good English. He wrote some articles about public affairs and had them published in his brother's newspaper without letting his brother know who wrote them. The people who read them liked them very much, but James was angry because Benjamin had written them for the paper without telling him about it. The brothers had a quarrel,

and after that they had so much trouble that Benjamin ran away from home.

He was then seventeen years old. He went on board a sailing boat which carried him to New York. Here he tried to get work as a printer, but New York was then only a small town, and there was not much work for printers to do. Failing to find work there, Franklin started for Philadelphia. A boat carried him part of the way, and the rest of the way he walked.

In Philadelphia he found plenty of work. After a time the Governor of Pennsylvania offered to make him the public printer and sent him to London to buy what he needed for the printing office, promising that he would pay for it. But the Governor did not keep his promise, and young Franklin could not buy anything for his office because the Governor did not send him the money.

Stranded but brave, Franklin found work as a printer in London and worked there for about a year. Then he sailed back to Philadelphia, and in a little while he saved money enough to open a small printing office of his own. In this shop Franklin worked hard and saved his money. He married Miss Deborah Read, who helped him in his business, and in a few years he was one of the best known printers in the country.

He published an almanac called *Poor Richard's Almanac.* This was full of funny paragraphs and wise sayings, such as:

Diligence is the mother of good luck.

Plow deep while sluggards sleep and you'll have corn to sell and to keep.

One to-day is worth two to-morrows.

God helps them that help themselves.

Early to bed and early to rise, makes a man healthy, wealthy, and wise.

We are never too old to learn.

No gains without pains.
Never leave that till to-morrow which you can do to-day.

Everybody read this almanac, and Franklin published one every year for twenty years.

He also published a newspaper called *The Pennsylvania Gazette*. What he said in this paper about public affairs showed that he was one of the wisest men in America. He used his influence to help others to get an education, and he persuaded the people of Philadelphia to build a public library and a college. The college is now called the University of Pennsylvania.

After Franklin became a rich man, he spent much of his time studying science. He had a silk kite which he once went out to fly in a thunderstorm. When lightning came down his kite string, it acted in the same way as electricity, and thus Franklin proved that lightning and electricity are the same thing. This experiment set him and other men to studying electricity. They have since learned to invent the telegraph, the telephone, the electric light, electric cars, and all the other things that use electricity.

Franklin was made postmaster of Philadelphia and the Postmaster-General of all the thirteen colonies. He was the first man that ever held that office, and he had to make many rules and devise many plans for carrying the mails.

When the French and Indian War began, Franklin tried to get all the colonies to form a union in order to protect themselves against their enemies. He wrote a plan of government for the colonies, but, as we have seen, the people voted against the plan because they thought it gave the king too much power. The plan failed, but the people learned to know Franklin better, and after the French and Indian War, when Great Britain began to pass new laws to tax the colonies, Franklin was sent to

England to try to get the laws changed. He did not succeed in getting many of them repealed, and finally King George became so unreasonable that Franklin returned home.

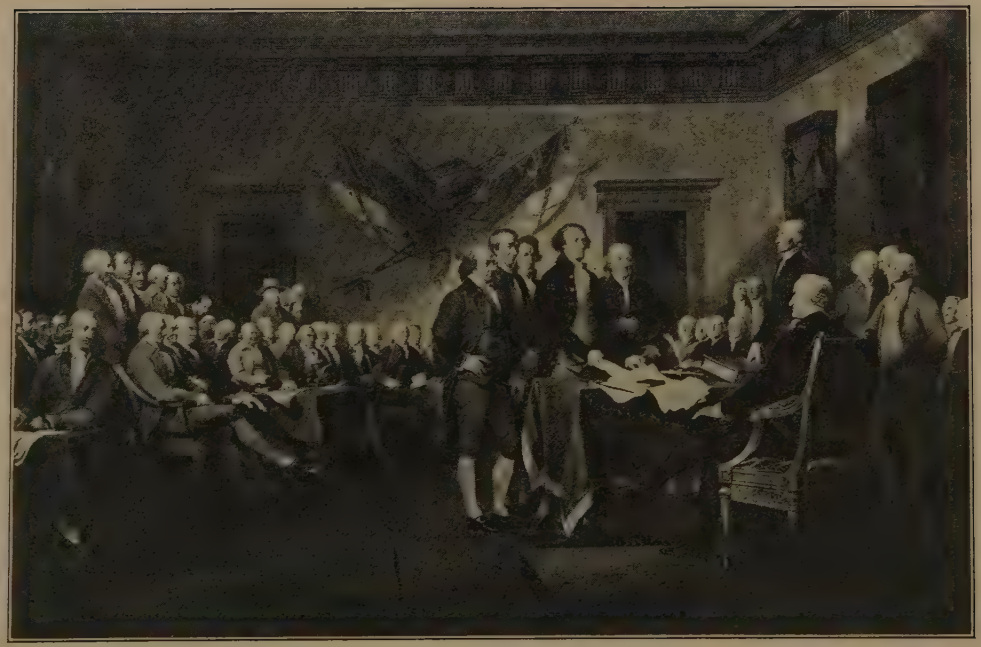
When the Revolutionary War broke out, Franklin was a member of the Second Continental Congress. The Congress chose him as one of the five men to write the Declaration of Independence. Thomas Jefferson did most of the writing, but Franklin gave some help.

After this the Continental Congress sent him to France to get help for the American colonists. Through his influence France at first secretly sent money and war supplies to help the American army. Later, after the Americans had captured Burgoyne's army, the French king joined the United States in the war against Great Britain and sent ships and an army to help the Americans fight.

Franklin remained in Europe nine years. Most of the time he was in Paris, where all sorts of honors were showered upon him. In 1783 he was one of the men appointed by the United States to meet the representatives of Great Britain to draft a treaty of peace. This treaty, which made the United States independent of Great Britain, is known as the Treaty of Paris.

Two years later Franklin returned to Philadelphia. The people of Pennsylvania at once made him president of the State. This office was the same as the office of governor in other states.

Franklin was now an old man eighty years of age, but his people asked him to do them one more great service before he died. They asked him to be one of the delegates to the great Convention that met in Philadelphia in 1787 to make a new Constitution for the United States. All through the four months of that Convention Franklin worked to help establish a better government for his coun-



Signing of the Declaration of Independence

At the table are standing the five men who drafted the Declaration, with Franklin and Jefferson at the right.

try. His common sense and good advice did much to make the Convention a success. No other man except George Washington was so well loved by all the delegates.

Three years later, on April 17th, 1790, Benjamin Franklin died. He was a great man. He was great as a man of science, and what he learned about electricity has blessed the world. He was great because of his good deeds. He was great also as a statesman who always served his country well. But he himself simply asked the world to remember him as a printer. Years before his death he wrote his own epitaph. This was inscribed upon the plain slab of stone that rests upon his grave. To-day one may stand beside that grave in the city of Philadelphia and read these words:

THE BODY
OF
BENJAMIN FRANKLIN, PRINTER,
(LIKE THE COVER OF AN OLD BOOK,
ITS CONTENTS TORN OUT,
AND STRIPPED OF ITS LETTERING AND GILDING)
LIES HERE FOOD FOR WORMS.
YET THE WORK ITSELF SHALL NOT BE LOST,
FOR IT WILL (AS HE BELIEVED) APPEAR ONCE MORE
IN A NEW
AND MORE BEAUTIFUL EDITION
CORRECTED AND AMENDED
BY
THE AUTHOR

During his life Franklin believed in and practiced a number of worth-while rules. Here are a few of them:

TEMPERANCE. Eat not to dullness.

SILENCE. Speak not but what may benefit others or yourself.

ORDER. Let all your things have their places; let each part of your business have its time.

Resolution. Resolve to perform what you ought; perform without fail what you resolve.

Frugality. Make no expense but to do good to others or yourself; waste nothing.

Industry. Lose no time; be always employed in something useful.

Sincerity. Think innocently and justly and, if you speak, speak accordingly.

Justice. Wrong none by doing injuries.

Cleanliness. Tolerate no uncleanliness in body, clothes, or habitation.

Franklin wrote the story of his life, his *Autobiography*. Get a copy from your teacher or at the Public Library. You will find it most interesting reading.

Word Drill

candle	**birthday**	**whistle**
temperance	**silence**	**resolution**
printer	**diligence**	**sluggard**
industry	**sincerity**	**justice**
electricity	**habitation**	**autobiography**
science	**telephone**	**postmaster**

Review Exercises

1. What caused Benjamin Franklin to say: "Don't pay too much for your whistle"?
2. How did Franklin get his education?
3. What trade did he learn?
4. What did he publish?
5. What did he prove about lightning?
6. Why did he try to form a union of the thirteen colonies?
7. What famous document did he help write?
8. Why did he go to France?
9. What treaty did he help to make?
10. What great service did he render his country in 1787?
11. Repeat some of Franklin's wise sayings.

CHAPTER XVIII

THE WAR FOR THE FREEDOM OF THE SEAS

Cause of the War.—When George Washington became President in 1789, the people of the United States hoped to enjoy their freedom without any more wars, but they soon found that they were to be disappointed. In a few months war broke out in Europe between France and Great Britain. The people in the United States at once took sides. Some favored France, and others favored Great Britain. Washington declared that the United States ought to be neutral and help neither country in this war. As a result both countries were offended, and both began to injure our commerce upon the seas. They captured hundreds of our merchant vessels.

The American Commodore Truxton was sent against the French and captured two of their ships. All America thrilled with joy and excitement. A Philadelphia lawyer wrote "Hail Columbia," and soon thousands were singing this new song. Napoleon Bonaparte now came into power as the head of the Government in France. He soon pretended to make peace with our country, but the British continued to capture our ships. They also took our sailors and compelled them to serve Great Britain on board British ships. Moreover, the British refused to surrender Oswego, Niagara, Detroit, and other forts which they held at the close of the Revolutionary War and which they promised to give up. These things kept the United States and Great Britain in a quarrel for more than twenty years. In 1812, just twenty-nine years after the

close of the Revolutionary War, war broke out in earnest to protect the lives and property of Americans on the sea. There was much fighting on the sea and on the Great Lakes and some on land. The British captured the city of Washington and burned the Capitol and the other Government buildings, as well as the President's home.

THE DEATH OF LAWRENCE

Captain James Lawrence, commander of the United States frigate *Chesapeake*, was mortally wounded in an engagement with the British frigate *Shannon* off Boston on June 1, 1813. His words as he was carried below, "Don't give up the ship," belong to the famous heroic utterances of our history.

Close of the War.—Even before the last battle at New Orleans in 1815 the British were ready to make peace, and the United States were free to sail their ships upon the ocean without fear of being attacked by either France or Great Britain. The war in which the United States won the freedom of the seas is usually called the War of

1812. Sometimes it is called the Second War for Independence. It was the last war between the two great branches of the English-speaking race.

Our National Hymn.—It was an incident during this war that gave the United States "The Star-Spangled Banner." Baltimore was attacked by a British fleet, and Fort McHenry was heavily bombarded for forty-eight hours. On board one of the British warships was a young American prisoner, Francis Scott Key. Looking toward the city in the "dawn's early light" of September 14th, 1814, Key saw his beloved flag still flying over the fort. In an intense feeling of gratitude and patriotism he composed the song that was later adopted as America's national anthem.

Word Drill

disappointed	**favored**	**neutral**
thrilled	**pretended**	**compelled**

Review Exercises

1. Where did war break out while Washington was President?
2. What did Washington advise the United States to do about it?
3. What was the result?
4. What song was written at this time?
5. What caused much trouble between Great Britain and the United States?
6. How long did the trouble continue?
7. Tell about the war that followed.
8. What did the United States gain by this war?

CHAPTER XIX

THE MEXICAN WAR

Cause of the War.—Another war followed in less than forty years. This time the quarrel was over our southern boundary line.

Texas had once belonged to Mexico. A great many people from the United States had gone over the line into Texas and settled there. They disliked the Mexican government and determined to govern themselves. This led in 1836 to a war between the Texans and the Mexicans. The Texans won and set up an independent state. Then this Republic of Texas asked to be admitted into the United States. Congress granted permission, and Texas became a part of our country in 1845.

Soon there was a dispute over the boundary line between Texas and Mexico. Both claimed a strip between the Neuces River and the Rio Grande. The United States sent soldiers into this disputed strip to protect it. Some Mexicans early in 1846 crossed the Rio Grande and attacked our soldiers. This meant war. The United States sent two armies into Mexico. General Zachary Taylor commanded one army, and General Winfield Scott commanded the other. When General Scott's army reached and captured the city of Mexico, the Mexican Government was ready to make peace.

Treaty of Peace.—Mexico gave up her claim to the disputed strip of territory that had caused the war, and when the treaty of peace was signed, she ceded to the United States all the territory west of this strip as far

as the Pacific Ocean. As compensation for this ceded territory, the United States paid Mexico $15,000,000 and settled claims of American citizens against Mexico to the amount of about $3,500,000 more.

The new territory proved to be very rich in gold, silver, and other minerals, and it has added untold millions to the wealth of our country. Large areas of the territory are also remarkably productive of farm and garden crops.

Word Drill

boundary	**compensation**	**minerals**
Texas	**dispute**	**productive**

Review Exercises

1. How did Texas become an independent state?
2. How did Texas become a part of the United States?
3. What caused a dispute between the United States and Mexico?
4. How did war begin?
5. How many armies were sent to Mexico?
6. What was the result of the war?
7. What can be said of the new territory that was added to the United States?

CHAPTER XX

ABRAHAM LINCOLN

Lincoln's Early Life.—In many of the states of this country the birthday of Abraham Lincoln is very fittingly celebrated. Flags are displayed; appropriate exercises are held in the schools and by patriotic organizations; and public business is suspended for the day. Every American man and woman, boy and girl knows the day—February 12th. Why do we celebrate this day? Let us read the story of Abraham Lincoln's life. Then it will be easy to answer this question.

Lincoln was born in a log cabin in Hardin County in Kentucky in 1809. His parents were very poor. His father had no education, and his mother had very little, so they could not teach the boy much at home. Nor were there any good schools to which they could send him. In all his life Lincoln went to school only about one year.

But though he had little chance to go to school, the boy Abraham became very fond of reading. He learned a great deal by himself. He had to work hard during the day and so was obliged to study at night by the light of the fire. He had no teachers to help him when studying at night. He would have thought himself very fortunate if he had had the opportunities for learning and self-advancement that are now offered in our public evening schools.

Abe, as he was called, was much interested in the study of law and government, and so he became a lawyer. He talked politics and made speeches to the people of Spring-

field, Illinois, where he now lived. The people liked his honesty, his common sense, and his eloquence. They elected him to be their representative in the legislature of the State. There he served them so well that in 1847 they sent him to Congress.

The Slavery Question.—In Congress at that time the greatest question was the slavery question. The people who lived in the Southern States and raised cotton and

Photograph by Ewing Galloway

THE BIRTHPLACE OF ABRAHAM LINCOLN

The rude log cabin is now preserved in a magnificent memorial building at Hodgensville, Hardin County, Kentucky.

tobacco on large plantations kept many slaves. The people who lived in the Northern States did not keep slaves, and there was great disagreement between the North and the South over the slavery question. Every time a new state asked to be admitted into the United States, there was a contest in Congress to decide whether the new state should be allowed to have slavery or not. Lincoln did not think there should be any more slave states, but Congress passed a law giving new states the right to choose for themselves whether men could hold slaves in them or not.

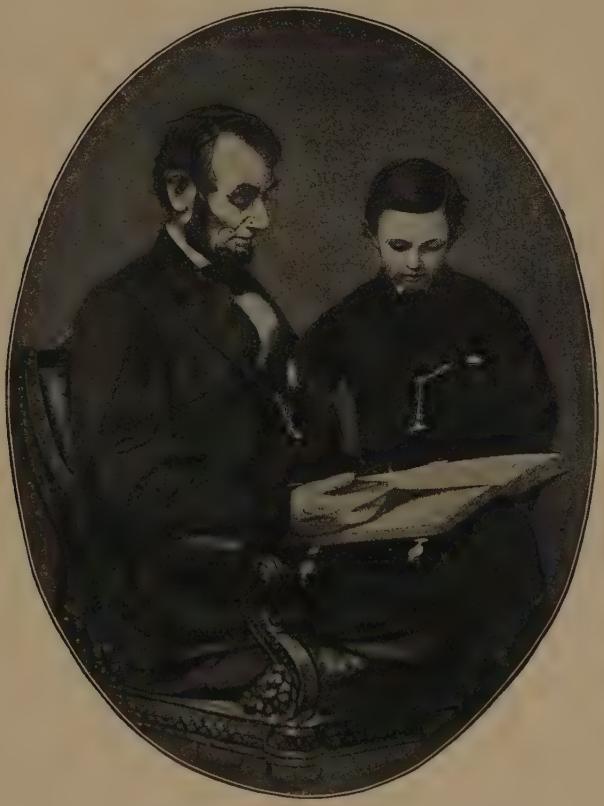
Before this law was made, the people could have slaves in the new states south and southwest of Missouri, but they could not have them in the new states that were organized farther north. The new law extended the right to hold slaves farther north than the old law, and Lincoln did not like it. He went to a State fair in Illinois and made a speech against it.

The Lincoln-Douglas Debate.—Lincoln's speech greatly pleased the people, and his friends wanted to send him to the United States Senate. In 1858 the new Republican Party tried to elect him Senator. The Democrats wished to reëlect Stephen A. Douglas, the man who had persuaded Congress to pass the law allowing slaves north and west of Missouri. Lincoln challenged Douglas to debate the question whether or not the new states ought to have slaves. Douglas accepted the challenge. The two candidates went from town to town together and made speeches. These speeches were printed in the newspapers and read all over the United States. The people saw that Lincoln was one of the wisest men in the country.

Douglas won the election and was made Senator, but Lincoln was not disappointed. He had not expected to win. He knew that Douglas' party had more votes than his own party in Illinois, and he was thinking of something else. Douglas wanted to be President of the United States. So did Lincoln, and he thought that if the people read their speeches it would help him to become President. Lincoln was right. Two years later, in 1860, the Republican Party made him their candidate for President, and he was elected.

The Confederate States.—The people in the Southern States who had slaves were angry and alarmed. They feared that President Lincoln would do something to take away their slaves. Seven of the slave states ordered their Congressmen to come home. They said they would no

longer be a part of the United States. They would form a nation of their own in which they could have slaves. They elected Jefferson Davis to be their President and



PRESIDENT LINCOLN AND HIS SON THADDEUS

called their government the Confederate States of America.

The Confederate States then asked the United States to give them all the forts and public buildings in their

territory. President Lincoln told them that they had no right to leave the Union without the consent of the rest of the states, and he declared that they could not have any property that belonged to the United States. The Southern States then began war on April 12th, 1861, by firing on Fort Sumter, in Charleston Harbor in South Carolina, and capturing it.

President Lincoln called for volunteers to protect the Union, and four more Southern states joined the Confederacy.

The Emancipation Proclamation.—The war that followed was long and bloody. At first President Lincoln did not know whether it was wise to free the slaves or not, but after a while he decided that it ought to be done. On January 1st, 1863, he issued a statement called the Emancipation Proclamation which declared that all the slaves in the states that were fighting against the Union should be free. This was the grandest thing done by President Lincoln in his life. Millions of slaves were made free men and free women, and this deed will cause Lincoln's name to be remembered forever.

Extract from the Emancipation Proclamation

. . . Now, therefore, I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief of the Army and Navy of the United States, in time of actual rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, . . . order and declare that all persons held as slaves within said designated states and parts of states are and henceforward shall be free; and that the Executive Government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons. And I hereby enjoin upon the people so declared to be free, to abstain from all violence, unless in necessary self-defence;

and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

The Battle of Gettysburg.—About six months after the Emancipation Proclamation was issued, the greatest battle of the war was fought at Gettysburg, in the State of Pennsylvania. The Confederate army under General Robert E. Lee was defeated and driven south to Virginia. Many thousands of the Union soldiers who were killed in that battle were buried on the field where they had fought and died. A few weeks later the ground where they were buried was dedicated as a National Cemetery. President Lincoln attended the exercises of dedication. A great orator named Edward Everett made a long speech. When he had finished, thousands of people applauded what he had said. Then President Lincoln rose and spoke a few earnest and beautiful words in honor of the soldiers who had given their lives for the preservation of the Union:

Lincoln's Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that the nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow, this ground. The brave men, living and dead, who struggled here, have consecrated it far above our power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here

dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.

The people listened as if charmed. When Lincoln had finished, there was little applause. The people were silent because their hearts were thrilled by the simple words of the great-hearted, kindly man. At first the President thought they did not care for what he had said, but in a few days he received letters from all over the Union telling him how much the people loved his Gettysburg Address.

It is one of the finest speeches ever spoken. Thousands of school children have learned its beautiful words by heart. Every year on Memorial Day, May 30th, the old soldiers of the Union Army ask to hear these words read or spoken to them as they meet to place flowers on the graves of their comrades.

The Battle of Gettysburg was a great loss to the Confederacy, but the Southerners would not yet give up fighting. The war lasted almost two years longer, and there were many more great battles. President Lincoln gave all his time and strength to save the Union. He was elected President for another four years and began his second term of office on March 4th, 1865. The next month the Confederates surrendered and the war was ended. The Union was saved. There was great rejoicing in the Northern States, but in a few days the rejoicing was changed to mourning. A misguided man who thought that Lincoln ought to be killed for having opposed the Confederacy shot him one evening as he was listening to a play in a theater. On April 15th, 1865, the great President died. He was one of the wisest and best of

men, and his country will never cease to love and honor his name.

Reconstruction after the Civil War.—Following the close of the Civil War, the country found itself in a deplorable condition. Even before the death of Lincoln, Congress and the people in both the North and the South speedily

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THE CONFEDERATE MONUMENT IN THE NATIONAL SOLDIERS' CEMETERY AT ARLINGTON, VIRGINIA

set to work to repair the great damage done by the war. Amendments were added to the Constitution prohibiting slavery everywhere in the United States, forbidding the states to lessen the rights of its citizens on account of race, color, or previous condition of servitude. It was a long time before the wounds of the South were wholly healed. But soon after the close of the war there began a great period of industrial and educational growth. In

this the South shared. Working side by side, the two parts of the country gradually forgot their sectional differences and centered their efforts on the advancement of the whole United States. Our people again stood a united nation.

At Arlington, in Virginia, just outside Washington, is the National Soldiers' Cemetery. Here Confederate and Union soldiers lie side by side. On Memorial Day exercises are held to honor those who died during the Civil War.

Word Drill

fittingly	**celebrate**	**display**
appropriate	**exercises**	**suspend**
Kentucky	**Illinois**	**Missouri**
parents	**slavery**	**Confederate**
candidate	**Congressmen**	**reasonable**
emancipation	**proclamation**	**misguided**
volunteers	**preservation**	**rejoicing**
rebellion	**abstain**	**dedicate**

Review Exercises

1. When do we celebrate Lincoln's birthday?
2. Where was he born?
3. How did he get his education?
4. Why did the people send him to the State legislature and then to Congress?
5. What did Lincoln think about allowing slaves in the new states?
6. Tell about his debates with Stephen A. Douglas.
7. When was he elected President?
8. When he was elected President, what did the people in the Southern States do?
9. What was meant by the "Confederate States of America"?
10. Tell why Lincoln issued the Emancipation Proclamation.
11. Tell about the Battle of Gettysburg.
12. Why did Lincoln make a speech at Gettysburg?
13. What was the result of the war?
14. When did Lincoln die?
15. Why do the people of America love Lincoln?
16. Can you recite any part of the Gettysburg Address?

CHAPTER XXI

ULYSSES S. GRANT

Grant's Early Life.—You ought to know something about the life of the great general who led the Union armies to victory in the Civil War. His name was Ulysses S. Grant.

On April 27th, 1822, the future general was born in a small two-room cabin in the little village of Point Pleasant in southern Ohio. His father was a farmer, and when the boy Ulysses was old enough to work, he was taught to do such work as boys can do on a farm. He also went regularly to the village school.

Ulysses S. Grant

When Grant was seventeen years old, his father wished him to go to the United States Military Academy at West Point on the Hudson. A Congressman from Ohio helped the boy to enter the school and four years later he was graduated. He had learned much that would be of use to him as a soldier, and he was famous as a horseman. He wished to be a cavalryman in

the Army, but in this he was disappointed. He was sent to St. Louis and given an assignment as an officer in the infantry.

In the Mexican War.—During the Mexican War Grant took an active part in every battle but one. He was noted for his bravery and self-control. At the Battle of Monterey his skill as a horseman was of great value to his soldiers. They needed powder. General Twiggs who had the powder was four miles away. Grant offered to go to General Twiggs and ask him to send it to the soldiers. To do this he must go through a part of the town where the enemy were. At the street crossings the enemy fired at him, and the ride was very dangerous. Fixing one foot in his saddle, Grant clung to his horse's neck with one arm and let his body swing at the side of the horse away from the enemy. Then he started his horse as fast as it could run and crossed the streets so quickly that the Mexicans hardly had time to fire before he was out of sight. He made the trip unharmed.

Grant in the Civil War.—When the Civil War began, President Lincoln asked for troops. At a meeting held to form a company to join the Union Army, Captain Grant was made chairman because he had been a soldier. When the company was formed, he left his work in order to drill the men for war. They asked him to be their captain, but he said: "I have been a captain in the Regular Army. I am fitted to command a regiment."

The Governor of Illinois employed Grant to form other companies of troops, and at the end of five weeks he was appointed colonel of a regiment. He soon made this regiment the best one from his state and was appointed commander of all the troops at Mexico, Missouri. Here he showed himself so good a commander that President Lincoln made him a brigadier-general.

In February, 1862, Grant was sent with seventeen thou-

sand men and a number of gunboats to capture two strong forts held by the Confederate army in northern Tennessee. After three days of fighting, General Buckner, the commander of one of the forts, sent a message to General Grant asking what terms he would be given if he surrendered the fort. General Grant sent back this reply: "No terms except unconditional and immediate surrender can be accepted. I propose to move immediately upon your works." General Buckner knew that Grant meant exactly what he said, and he surrendered the fort and fifteen thousand men. This was the greatest victory that the Union forces had won, and there was great rejoicing in the North. General U. S. Grant was called "Unconditional-Surrender Grant." He was now promoted and made a major-general.

In 1864 President Lincoln decided to make Grant commander of all the armies of the Union. The war had been going on for three years, and the President had been disappointed in nearly all his generals except General Grant.

Grant now had an army of 700,000 men. Virginia was the greatest battle ground of the war. General Lee was there and for three years had defeated every army sent against him. Grant determined to defeat Lee's army and capture the city of Richmond, the capital of the Confederacy. It took him a year to carry out his plan, but Grant never thought of giving up. He said: "I shall fight it out on this line if it takes all summer." It did take all summer. It also took all winter, but in the spring, on April 3rd, 1865, General Grant entered the city of Richmond. He had won the war.

Six days later General Lee surrendered all that was left of the Confederate army. General Grant did not make prisoners of these soldiers. They promised not to fight any more, and Grant sent them home. He told them

to take their horses also, for they would need them for the spring plowing and other work on the farms. General Lee was very thankful to General Grant because he had been so kind to his soldiers. To honor General Grant for what he had done for his country, Congress voted him a higher title than any man except Washington had ever had before. They made him General of the Armies of the United States.

President Grant.—At the next Presidential election, in 1868, General Grant was honored with the office of President of the United States, and four years later he was elected for another term. While he was President, he did all he could to establish peace and friendship between the states that had been at war. His kindness made friends of many Southern soldiers who had fought against him in battle.

In 1878 Grant started on a journey around the world. Everywhere he went he was welcomed and honored by kings and emperors and the people of their countries.

After he returned to the United States, Grant moved to the city of New York and went into business with a partner. All his money was put into the firm. He was in poor health and allowed others to manage the business. The firm failed, and Grant lost every dollar he had.

He was now an old man, with no money, and suffering from a disease which he knew would soon send him to his grave. Still he did not surrender to despair. He thought of his wife who would be left penniless when he was gone, and he began to write a book to earn money to take care of her. In his illness and pain he worked upon this book almost to the day of his death. On July 1st, 1885, he wrote the last words of his *Memoirs,* a history of his life. On July 23rd he died.

Grant's Tomb.—Grant's widow received more than $400,000 from the sale of the *Memoirs.* The grateful people of

his country contributed hundreds of thousands of dollars to erect a fitting tomb above his body on the bank of the beautiful Hudson River. At his funeral was seen the largest and grandest procession that had ever honored the funeral of any American. When his body was carried to its final tomb, the President and Vice-President of the United States and the representatives of many states and

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GRANT'S TOMB

nations came to witness the ceremony. Great warships of the American navy and of navies of foreign countries were on the Hudson. The river bank for miles was decorated with the flags of many nations, and sixty thousand men walked in procession to honor the memory of the hero who had fought for his country's unity and who, when the war was over, had said to all his countrymen:

"Let us have peace."

Word Drill

village	**graduate**	**regular**
Tennessee	**capital**	**Presidential**
unconditional	**immediately**	**promoted**
defended	**determined**	**procession**

Review Exercises

1. Where did Ulysses S. Grant attend a military school?
2. What can you say about his part in the Mexican War?
3. Tell how he became a colonel in the Civil War.
4. Tell about his victory over General Buckner.
5. Tell how he captured Richmond and General Lee.
6. How did General Grant show his kindness to General Lee and his soldiers?
7. When did General Grant become President?
8. Tell about his journey around the world.
9. What misfortune did he suffer?
10. Tell about his *Memoirs*.
11. Where is his tomb?

CHAPTER XXII

WILLIAM McKINLEY

Early Life.—William McKinley was born on January 29th, 1843, in the village of Niles in the State of Ohio. As soon as he was old enough, he was sent to the village school, which he attended regularly until he was eleven years old. He had done well in his studies, and the family moved to Poland, Ohio, because the schools were better there.

William at once entered an excellent school called the Union Seminary. Here he studied until he was seventeen years of age. He was known as one of the best scholars in the school. He was fond of mathematics and languages and loved to read the poems of Longfellow and Whittier. The students of the school had a debating society, and young McKinley was one of their best debaters. This practice in speaking was a good thing for the young students. It helped McKinley to become one of the best debaters and speakers in the whole country.

In 1860 he left the Seminary and went to college. Here he entered one of the higher classes and would have graduated the next year if his health had been good. But he had studied so hard that he had to leave school to rest and get back his strength.

The Civil War.—McKinley was working in the post office at Poland when the Civil War began. One evening in June, 1861, a war meeting was held at the Sparrow Inn, the village hotel. One of the men made a speech which ended with these words: "Our country's flag has been

shot at. . . . Who will be the first to defend it?" Many men and grown boys arose and said they would fight to save their country. One of the first to give his name was William McKinley.

Within a year McKinley was appointed sergeant of a company of soldiers. He was in many battles and proved himself a good and brave officer. He was promoted many times and finally received from President Lincoln the rank of major because of "gallant and meritorious services." McKinley served four years in the war. When it was over, he went back to Ohio and studied law for two years.

In Congress.—So famous did he become as a lawyer and orator that the people of Ohio sent him to Congress. In Congress he made many speeches in favor of a high protective tariff. He thought the United States Government ought to put a high tariff, or tax, on goods brought to this country from other countries because this would prevent foreign goods from being sold at a low price. If the price of foreign goods were kept high, he said, it would mean more and better sales for goods made in the United States. He said the tax would protect the manufacture of home goods. That is why it is called a protective tariff.

Congressman McKinley was made chairman of the Ways and Means Committee, one of the most important committees of Congress. This Committee helps Congress to prepare tariff laws whenever they think a new law is needed. While McKinley was chairman, he helped to frame a new tariff law which Congress approved. It was called the McKinley Tariff law. This law made McKinley so many friends that the next year he was made governor of Ohio. As governor he was so well liked that the people elected him a second time. Then all over the country his friends in the Republican Party said he must be their

candidate for President. In 1896 they made him their candidate, and he was elected to the highest office in the United States. Many Democrats voted for McKinley because they liked his views on important public questions.

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WILLIAM McKINLEY

This photograph of President McKinley was taken as he was delivering his last address at Buffalo on September 5th, 1901.

The Spanish-American War.—While McKinley was President, a cruel war was going on in Cuba. Spain still owned the island, and the Spanish Government treated the people so cruelly that they rebelled and fought for their liberty. When the Spanish generals saw that they

could not conquer the Cubans in any other way, they began to drive those who were not in the army into camps and there starve them to death.

President McKinley asked Congress to give him the right to stop the war in Cuba. The request was granted, and when the Spaniards refused to leave the island, the United States in April, 1898, declared war. McKinley then sent soldiers and warships against Spain and destroyed her navy and conquered her army. Spain surrendered Cuba and also many other islands that had been captured by the Americans. Among these were the Philippine Islands, in the Pacific Ocean, which now belong to the United States.

The people were so pleased with President McKinley that they elected him again in 1900. Everywhere in the world he had friends because of his kindness and goodness. Men of all political parties loved him and respected him. Only one class of men hated him. These were the misguided anarchists who hate all law and all rulers and who seek to kill and destroy all Presidents and officers who make them obey laws and punish them for their crimes.

McKinley's Assassination.—One of these men followed President McKinley to the city of Buffalo, where he went to attend a great exposition and speak to the people. While the President was shaking hands with the men and women who came to greet him, this man, who had come to murder him, shot him twice. A few days later, on September 14th, 1901, the President died. All the nation mourned. For five minutes during his funeral all factories, all railroad trains and street cars, and all machinery in the United States stood still while the people paused in their work to think kindly of the friend they had lost, the good man who had given his life in the service of the United States.

Word Drill

excellent	**mathematics**	**debater**
sergeant	**protective**	**tariff**
manufacture	**orator**	**factory**
anarchist	**exposition**	**machinery**

Review Exercises

1. How did William McKinley get his education?
2. Where was he working when the Civil War began?
3. What part did he take in the war?
4. What did he do when the war was over?
5. Who sent him to Congress?
6. What made him famous in Congress?
7. When did he become President?
8. Tell about the war in Cuba.
9. What was the result of that war?
10. Why was McKinley so well liked by the people?
11. How did he meet his death?
12. How was he honored?
13. What is a tariff?

CHAPTER XXIII

THEODORE ROOSEVELT

A square deal for every man, rich or poor, no matter where he was born or what language he heard at home.—ROOSEVELT.

The Spanish-American War called attention to a soldier who soon became the most prominent and influential man in America. His name was Theodore Roosevelt. You will be interested to learn the story of his life.

Roosevelt was born in New York City on October 27th, 1858. As a child he was puny and sickly. He was not strong enough to go to the public schools, and he received his early education from tutors and in private schools. Although his body was weak, his will was strong, and when he had passed through the ills of childhood, he determined to make his body healthy. For this purpose he took up athletics. He practiced swimming, climbing, running, jumping, horseback riding, and boxing. He camped and lived much in the open air. As a result he became strong and vigorous in both body and mind.

He attended Harvard University, from which he was graduated in 1880. Then he spent a year traveling in Europe.

In 1881 Roosevelt entered politics and was elected a member of the Assembly of New York State. In the Assembly he introduced a civil-service bill which became law in 1883. This law required that persons who wished to secure certain important positions in the government service should first pass an examination. If they could not pass the examination, this proved that they were not

fit for the positions. The law was a good one, and Roosevelt received much praise because he had helped to make it. In 1889 President Harrison appointed him a member of the United States Civil Service Commission. It was

THEODORE ROOSEVELT
This photograph was taken in the interior of Africa during Mr. Roosevelt's hunting expedition in 1910.

the business of this Commission to examine men and women who wished to fill certain positions in the service of the United States Government. Roosevelt held this office for six years and did a great deal to help the Government get better men and women for its employees.

The next important office that Roosevelt held was that of president of the police commissioners of the City of New York. In this office he insisted on civil-service rules. Men must show that they were fit to be policemen before they could get an appointment on the police force. They must also render good service to the city before they could be promoted to a higher position on the force. Some people in New York liked the civil-service rules, and other people hated the rules. Who do you think liked them? What kind of people do you think hated them?

In 1897, Roosevelt was appointed Assistant Secretary of the Navy. He secured from Congress a large appropriation of money to be used for target practice. This enabled the men in the navy to learn to shoot straight. A year later their skill was of great value to the United States. In the Spanish-American War American marksmanship won easy victories over the navy of Spain. Thus Theodore Roosevelt did more than any other man to help America win the war.

When the war began, Roosevelt resigned his position as Assistant Secretary of the Navy and helped to organize a regiment of cavalry. He had lived for some time among the cattlemen of the West, and his regiment included a great many cowboys and hunters who admired him because he had once been a ranchman. The regiment was called Roosevelt's Rough Riders. Roosevelt knew very little about warfare, and he requested that Leonard Wood, a trained soldier, should be made colonel, while he himself took the rank of lieutenant-colonel.

The Rough Riders took a prominent part in the battles of Las Guasimas and San Juan Hill in Cuba. Roosevelt displayed great bravery and received the highest praise. Soon both he and Colonel Wood were promoted, and he became Colonel Roosevelt.

When the war ended, Roosevelt was the most talked

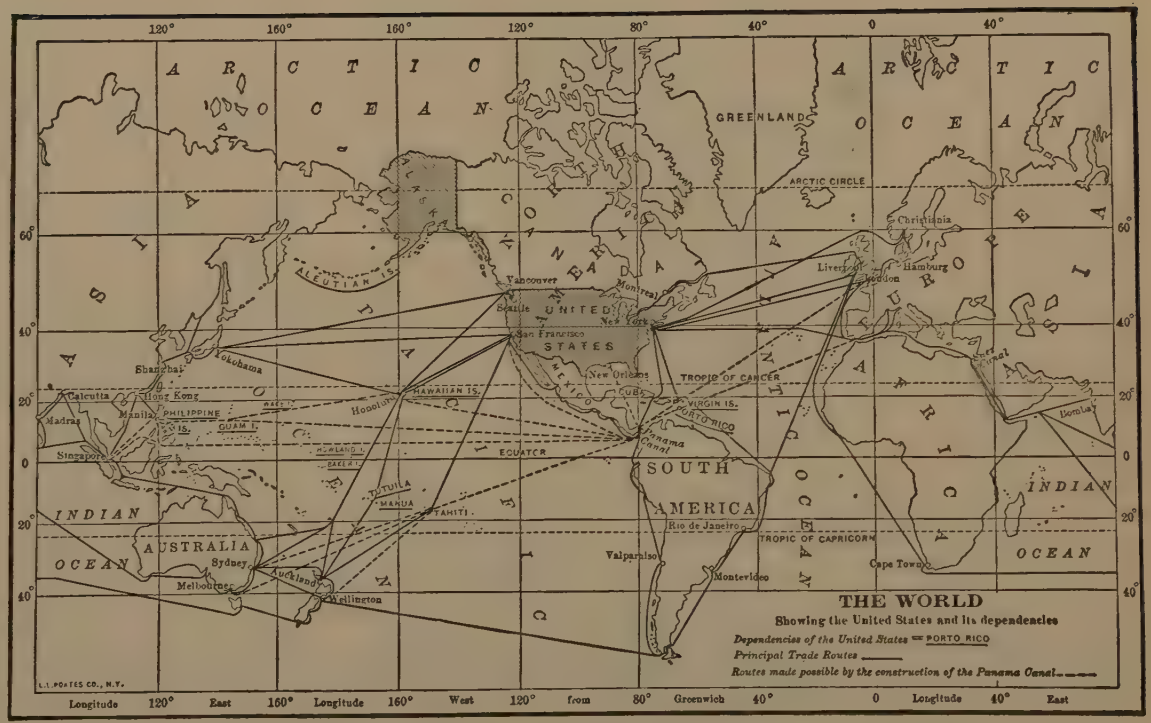
of man in the United States. The politicians feared him, but the people of New York wanted him for governor, and they elected him to that office. He was so successful as governor that many people wanted to vote for him for President. William McKinley, however, won the honor of the Republican nomination in 1900 and Roosevelt be-

Courtesy of the Panama Canal

THE GAILLARD CUT ON THE PANAMA CANAL

came Vice-President. In September, 1901, when President McKinley was assassinated, Roosevelt succeeded him as President.

President Roosevelt's inauguration was the beginning of a new period in the political history of the United States. Roosevelt denounced the men who grew rich by cheating the public. He condemned the false labor leaders who encouraged men to destroy property and do violence in times when there were strikes and labor troubles. He advised putting a special tax upon the


THE WORLD
Showing the United States and its dependencies
Dependencies of the United States = PORTO RICO
Principal Trade Routes
Routes made possible by the construction of the Panama Canal
ARCTIC OCEAN
ARCTIC OCEAN
GREENLAND
ARCTIC CIRCLE
ALEUTIAN IS.
Vancouver
Seattle
San Francisco
UNITED STATES
New York
Montreal
Christiania
Liverpool
London
Hamburg
Yokohama
Shanghai
Hong Kong
Calcutta
Madras
Manila
PHILIPPINE IS.
GUAM I.
Singapore
Honolulu
HAWAIIAN IS.
HOWLAND I.
BAKER I.
New Orleans
CUBA
TROPIC OF CANCER
VIRGIN IS.
PORTO RICO
Panama Canal
EQUATOR
TUTUILA
MANUA
TAHITI
SOUTH AMERICA
Rio de Janeiro
TROPIC OF CAPRICORN
Valparaiso
Montevideo
Cape Town
Bombay
INDIAN OCEAN
INDIAN OCEAN
AUSTRALIA
Sydney
Melbourne
Auckland
Wellington
L. I. PONTES CO., N.Y.
Longitude 120° East 160° Longitude 160° West 120° from 80° Greenwich 40° 0 Longitude 40° East

incomes of the rich. He worked hard to get laws passed to prevent forests, minerals, and water powers from being wasted. He encouraged the building of dams to store up water with which to irrigate the great deserts of the West. He caused the Panama Canal to be built. This canal cuts a passage for ships through Central America between the Atlantic and Pacific oceans. The building of this canal was one of the greatest accomplishments in the history of our country. Roosevelt helped to make peace between Russia and Japan after they had fought a terrible war. He sent a United States fleet of sixteen battleships around the world to show other nations that we were interested in world affairs. His power and influence in bringing all these and many more important things to pass were truly wonderful. When he finished his last year as President in 1909, he was generally regarded as the ablest and most influential man in the world. He devoted the rest of his life to science and literature.

Roosevelt made a trip to the heart of Africa to hunt big game and brought home many specimens to place in the great museums at Washington and in other cities. Later he went to South America and made explorations where no white man had ever gone before.

Roosevelt wrote several books and many articles for magazines. Shortly before his death, soon after the armistice that ended the World War, he wrote this message to the American people:

> There must be no sagging back in the fight for Americanism merely because the war is over. There are plenty of persons who have already made the assertion that they believe the American people have a short memory and that they intend to revive all the foreign associations which most directly interfere with the complete Americanization of our people.
>
> Our principle in this matter should be absolutely simple. In

the first place we should insist that if the immigrant who comes here in good faith becomes an American and assimilates himself to us, he shall be treated on an exact equality with everyone else, for it is an outrage to discriminate against any such man because of his creed or birthplace or origin.

But this is predicated upon the man's becoming in very fact an American and nothing but an American. If he tries to keep segregated with men of his own origin and separated from the rest of America, then he isn't doing his part as an American.

There can be no divided allegiance here. Any man who says he is an American but something else also isn't an American at all. We have room for but one flag, and this excludes the red flag, which symbolizes all wars against liberty and civilization, just as much as it excludes any foreign flag of a nation to which we are hostile. We have room for but one language here and that is the English language, for we intend to see that the crucible turns our people out as Americans, of American nationality, and not as dwellers in a polyglot boarding-house; and we have room for but one soul loyalty and that is a loyalty to the American people.

Roosevelt died on January 6th, 1919, the day after this message was read at a great patriotic concert in New York City.

He is remembered as one who loved his country. He worked hard to give everybody, rich and poor, native and foreign-born, a "square deal." He was a great American.

Word Drill

prominent	**puny**	**private**
athletics	**politics**	**examination**
irrigate	**Panama Canal**	**accomplishment**
marksmanship	**ranchman**	**denounce**
appropriation	**lieutenant**	**commission**
condemn	**wonderful**	**explanation**

Review Exercises

1. Tell how Theodore Roosevelt made himself strong in mind and body.
2. Where was he educated?
3. Tell what he did in the Assembly of New York State.
4. To what office did President Harrison appoint him?
5. Tell what office he held in New York City.
6. Tell how he helped to win victories over the navy of Spain.
7. Tell about his regiment of Rough Riders.
8. Tell some things that he did when he was President.
9. Why did he go to Africa?
10. How did he say the immigrant ought to be treated?

CHAPTER XXIV

GREAT AMERICAN ACHIEVEMENTS

America's Making.—The whole world owes so much to America that everybody ought to be familiar with America's great achievements. These achievements are so numerous that we cannot tell here about them all, but we shall mention a few that deserve special attention.

You have learned about the hardships and struggles of the early settlers who came from Europe to find a new home in this New World. You have learned how they had to fight, first with the Indians, and then with the soldiers from Europe who tried to conquer their wish for independence. Finally they won safety and freedom and made a nation in which everyone can enjoy the product of his own labor and have a share in his own government. Since then emigrants from the Old World and from other parts of the American continent have continued to come to make their homes here. They have come in order to enjoy our good and free government and institutions, and they have done their share to help build up this new country until it is now a leader among the nations of the earth and the home of more than a hundred million of the happiest and freest people to be found anywhere. This itself is one of the greatest achievements in the history of the world, and it is this that has made possible so many other great achievements, because safety, security, good government, education, and prosperity are the best preparation for a people who wish to do great things.

As a result our country has achieved great things along the lines of transportation, communication, travel, agriculture, manufacturing, mining, commerce, and inventions of every kind. Let us study a few of the more important of these achievements.

The Steamboat.—We will begin with the steamboat. Perhaps you, reader, came to America in a steamship which

Photograph by Paul Thompson

THE "CLERMONT"

This is an exact reproduction of Fulton's *Clermont* built for the Hudson-Fulton Celebration at New York in 1909.

crossed the ocean quickly and safely. But the first people who came here had to cross the ocean in slow sailing vessels. An ocean voyage took many weeks, and sometimes it was very dangerous. It was a great achievement to invent the steamship which made the voyage safer, quicker, and more comfortable.

In the year 1785 a man named John Fitch, whose home was on the Connecticut River, told his friends that he had invented a steam engine and machinery that would

propel a boat. His friends could hardly believe his story, but it was true. His boat was forty-five feet long and twelve feet wide. It had six oars or paddles on each side, and there was a small engine to drive the machinery that worked these paddles.

We should laugh at such a boat to-day, but it was the beginning of great things. A few years later Robert Ful-

Copyright, Ewing Galloway

MODERN TRANSPORTATION

This picture shows the passenger station, freight yards, and docks at Cleveland, Ohio, one of the greatest of the Lake ports.

ton made a great improvement over this boat, and in 1807 his boat, the *Clermont*, went up the Hudson from New York to Albany, a distance of one hundred and fifty miles, in but thirty-two hours. In 1819 the *Savannah* was the first steamship to cross the ocean. What a difference between that time and to-day, when swift and powerful steamships are carrying freight, mail, and passengers on every ocean and on every great lake and river!

The Steam Locomotive.—As soon as the steamboat began to carry goods and passengers on the rivers, people began to say: "We ought to find some way to use the steam-engine to haul wagons and cars." The first successful locomotive was invented by George Stephenson in England in 1814. A few years later the people of the United States

Courtesy of B. B. & R. Knight

A Modern Cotton Mill

This is one of the main floors in the weave shed of the Royal Mill at Riverpoint, Rhode Island. It contains approximately 1,100 automatic looms with individual electric drive.

began to build railroads. The first line to use a steam locomotive was built in Pennsylvania in 1828. Soon there was a demand for railroads everywhere. The states along the Atlantic coast as far south as North Carolina were the first to be covered with a chain of short roads. Then the roads began to go west and into the states farther south. To-day more than a quarter of a million miles

of railroads bind together every section of our vast country and make it easy and convenient to travel anywhere either for pleasure or for business. They also make it possible for people living anywhere in the country to use and enjoy the products of all the rest of the country. The railroads have removed the difficulties of distance and made the people of the United States a strong and united nation.

The Automobile.—At the beginning of the present century automobiles were just coming into use. Only a few people owned motor cars, and many people had never ridden in one. Since that time great automobile factories have been built to make cars of every kind, and now there are seven or eight million automobiles in use in this country for pleasure and business. So many cars have taken the place of horses that we often hear people say that we live in a horseless age.

The Airplane.—In 1903 two brothers, Orville and Wilbur Wright, gave an exhibition of flying with an airplane that they had invented. In one of their flights their machine remained in the air fifty-nine seconds and traveled over eight hundred feet against the wind. Everybody said, "How wonderful!" But to-day airplanes fly over the tops of mountains and across the continent. On May 20 and 21, 1927, Col. Charles A. Lindbergh, in his airplane, the Spirit of St. Louis, made the first nonstop flight from New York to Paris. Airplanes have proved to be of great use in war, in carrying mail swiftly from city to city, and for other commercial purposes. How different from the way people traveled a hundred years ago!

The Cotton Gin.—One of the most important of American inventions was the cotton gin. Before cotton can be used, it has to be cleaned of the large seeds to which the cotton fibers cling. Until the year 1792 cotton had to be cleaned by hand, and one person could clean only

about one pound in a day. In 1792 Eli Whitney invented a machine that would clean a thousand pounds in a day. The cotton gin has been greatly improved, great factories have been built both in the North and in the South to manufacture cotton into thread and cloth, and every year millions of bales of cotton are exported from the United States to other countries.

THE FIRST AIRPLANE FLIGHT

The original Wright airplane in its first flight at Kitty Hawk, North Carolina, December 17, 1903.

Harvesting Machinery.—In 1833 an American invented another machine which was almost as wonderful as the cotton gin. This was a reaping machine for cutting the wheat and other grain which before that time had to be cut by hand. Another man, Cyrus McCormick, improved this reaper until he had a machine which was drawn by many horses or by an engine and which cut and threshed the wheat at one operation. This made it possible to raise enormous quantities of grain cheaply. We now raise all the wheat that our own people can use, and some

years we have a hundred million bushels or more to export.

Luther Burbank.—America has produced one inventor unlike any other in the world. Many men have added great wealth and comfort to the world by inventing new machines, but Luther Burbank has added millions of dollars to the wealth of his country and given great

Courtesy of the International Harvester Company

A Modern Harvesting Machine on the Great Wheat Lands of the Northwest

pleasure and comfort to millions of people by his invention of new plants, flowers, and trees. He was born in Massachusetts but has done his best work in California, where he has lived for many years.

Burbank has spent his life experimenting with all sorts of plants. He has been so enthusiastic in this work that he has spent fourteen hours a day at it for forty years. By learning how to select the right seed, how to change seeds and plants by dusting pollen upon the flowers, how to bud and graft one kind of plant upon another, and

how to do a hundred other things to change the nature of plants, he has invented a new kind of potato that is estimated to add seventeen million dollars a year to the farm incomes of America. He has also developed a spineless cactus which is good for food and which can be raised in the desert; he has developed plums and prunes that have no stones, the thornless blackberry, the strawberry

Courtesy of the Reclamation Service

AN ORANGE GROVE ON AN ARIZONA DESERT RECLAIMED BY IRRIGATION

that bears every month in the year, and scores of other plants, flowers, fruits, and grains that make our country millions of dollars richer every year.

Irrigation.—In the western part of our country there is a vast region where very little rain falls. It used to be called "the Great American Desert." In this desert are the Rocky Mountains and other mountains. Seventy-five years ago few people lived there, and most people thought the land was almost worthless. Then gold, silver,

and other metals were found in the mountains in great abundance, and people rushed from the other parts of the country to get them. These people obtained vast riches from the mines and then began to study the soil of the desert. Somebody suggested that they build dams to collect the water in the mountain streams and use it to irrigate the land. The dams were built. What is the result? To-day what were formerly waste places are inhabited by progressive and intelligent people who have built great cities, developed mines, and turned the desert into the finest farms to be found anywhere. Some parts of this great desert now yield twice as much wealth *per capita* as is produced on any other land in the country.

Canals.—The United States is famous for its great canals. The Erie Canal, 363 miles long, was finished in 1825. It connects the Hudson River with Lake Erie. It has helped to furnish cheap freight between New York and the states to the west and has done a great deal to increase business and build up the country. Soon after this canal was opened, many other canals were built in Pennsylvania and elsewhere. The most important canal built by Americans is the Panama Canal which cuts the American continent in two and saves thousands of miles for ships going back and forth between ports on the Atlantic and on the Pacific coasts of the United States.

Other American Scientists and Inventors.—American scientists and inventors have made many great discoveries and inventions. Benjamin Franklin taught the world how to study electricity and so helped to make possible all the electrical inventions that we know. Samuel F. B. Morse invented the electric telegraph in 1844; Elias Howe invented the sewing machine in 1846; Cyrus W. Field laid the first Atlantic cable in 1858; Alexander Graham Bell invented the telephone; and Thomas A. Edison produced the electric light, the phonograph, the

motion-picture machine, and a large number of other inventions of great value.

The Greatest Achievement.—The greatest of all American achievements, however, is the government of the United States, with its free public schools, its laws made by the people themselves, its most important officeholders elected by the people, and its business in the hands of educated and intelligent citizens who control their own welfare.

Under the government of the United States all citizens, whether they are native-born or immigrants from other lands, enjoy equal protection and should share equally in the duties and responsibilities of citizenship. Many countries have contributed to make the United States of to-day, and the best contribution of each country is the loyal, industrious, ambitious, intelligent men and women, boys and girls, who have come here because they love liberty, law, and order, and wish to live in peace and friendship.

Word Drill

achieve	**transportation**	**communication**
agriculture	**manufacture**	**mining**
commerce	**invention**	**improvement**

Review Exercises

1. What has made it possible for the Americans to do great things?
2. Who invented the steamship?
3. Tell about the growth of railroads.
4. Tell about the number of automobiles in our country.
5. Who invented the airplane? The cotton gin?
6. Who developed the reaping machine?
7. Tell about Luther Burbank. About the Great American Desert.
8. Tell about our great canals.
9. What did Franklin discover? What did Morse invent? Howe? Field? Bell? Edison?
10. What is the greatest of all American achievements?

CHAPTER XXV

AMERICA IN THE WORLD WAR

The Hague Conference.—In the year 1899 many nations sent representatives to a conference at The Hague in Holland. The great purpose of this conference was to find a way to prevent wars. Most of the nations paid heavy taxes to support great armies and navies, and they wanted to agree on some plan that would make these burdens lighter.

They proposed that all nations should reduce their armies and navies and settle their disputes by means of courts instead of by fighting. One nation was entirely opposed to this plan. That nation was Germany. Germany had grown powerful by fighting and conquering her weaker neighbors. She wanted a big army and a big navy that she might conquer still other nations. Her war lords wanted to make Germany the most powerful nation in the world. To do this Germany was ready to deprive every other nation of its rights.

Germany's Dream.—The German Emperor and his military leaders allowed the common people of Germany very little voice in their government. The people had to toil and fight that the rulers might live in luxury and enjoy the splendor and glory of their high position. Their love of power and wealth made them ambitious to conquer and rule other nations. They dreamed of a world empire. They were fond of singing, *Deutschland über Alles*—Germany over all. They planned to annex Belgium and northern France with its rich fields of coal and iron.

After crushing France on the west and Russia on the east, Germany could control a great Middle-European empire extending from the North Sea to the Persian Gulf. Then the German war lords hoped to conquer England and rule the seas. After all this America was to be taught submission to Germany's desires and her people made to pay

Courtesy of the "Legion Weekly"

COMMANDERS OF THE ALLIES

They are, left to right: General Baron Jacques, Belgium; General Amando Diaz, Italy; Marshal Ferdinand Foch, France; General John J. Pershing, United States; Admiral Earl Beatty, Great Britain. This photograph was taken at the Convention of the American Legion in Kansas City, Missouri, in November, 1921, at which the five commanders were the guests of the Legion.

vast sums of money to purchase the right to live and toil like the people of Germany. Vast territories in Asia and Africa were to be seized as colonies for German settlers and traders.

Beginning of the War.—Germany depended upon her allies, Austria and Turkey, to help win this world empire.

She trained vast armies, manufactured more guns and ammunition than any other nation, built Zeppelins, submarines, and warships, and invented poison-gas bombs and other new devices for destruction. In 1914 she was ready for war. In order to have an excuse for fighting she encouraged Austria to pick a quarrel with Serbia. Of course, the quarrel spread to France and Russia. Germany suddenly rushed her armies across neutral Belgium to strike at France.

Heroic little Belgium fought desperately to save herself and France. Then Great Britain entered the war against Germany. Russia went to the aid of Serbia. Later Japan, Italy, Portugal, and Rumania joined the allies of France. Turkey and Bulgaria joined Germany and Austria.

The United States Declares War.—It was a world war, yet for more than two and a half years the United States remained neutral, that is, it took no part in the fighting. Germany sent her submarines to sink our ships and murder those on board. She sent spies to every part of the United States. German agents set fire to American factories and placed bombs on vessels sailing from American ports. Germany spent large sums of money to cause trouble between Mexico and the United States. Finally Germany threatened to sink every vessel that tried to visit the ports of England, France, or any of their allies in Europe. The United States could stand it no longer. On April 2nd, 1917, President Wilson asked Congress to prepare for war. War was declared against Germany on April 6th.

We were unprepared to fight, but Congress passed a law to create a new army by draft. Men were also invited to enlist in the Regular Army. At the end of the year the United States had nearly 1,500,000 soldiers under arms. A year later the number was more than 3,500,000.

In 1918 Congress passed another draft law requiring all men from 18 to 45 years of age to register for service

in the war if needed. The loyalty of the people was truly wonderful. Native-born citizens and recent immigrants alike rushed to join the American army and navy.

Congress voted two billion dollars to build ships to carry soldiers, food, and munitions to Europe. Great Britain also furnished many ships to help carry the Americans. In

Courtesy of the American Red Cross

RED CROSS CANTEEN WORKERS IN FRANCE SERVING REFRESHMENTS TO AMERICAN TROOPS GOING TO THE FRONT

twenty months over two million soldiers were landed in France.

In less than a month after the United States entered the war, our first squadron of warships reached England to help the British and French fleets.

"When will you be ready for business?" asked the British commander when he met our squadron.

"We can start at once. We made preparations on the way over," replied Admiral Sims, the American commander.

In a few months the number of men in our navy was increased from about 82,000 to nearly half a million.

Congress voted $640,000,000 to build airplanes. Factories that had made typewriters and automobiles and furniture stopped their regular business to help build these airplanes. New factories were built to make everything needed for the war. Rifles, machine guns, gas masks, clothing, food, and medicines had to be sent across the

One of the Scores of Effective Posters Used in the Liberty Loan Campaigns

ocean. Everybody had to help. Women entered factories and shops of every kind to help the men. Even school children helped produce food in their "war gardens" and "pig and poultry clubs."

The People's Support.—Millions of people joined the Red Cross Society to knit and sew for the boys in the camps and "Over There." The Red Cross also worked with the armies in their camps and on the battlefields and furnished ambulances, built hospitals, and did everything

possible for the comfort of the soldiers and for those made homeless by the war.

To get money for the war Congress called for four Liberty Loans and one Victory Loan. Each time the people offered more money than was asked for. These loans furnished more than twenty billion dollars.

Fighting in Europe.—In spite of all that we did, the German war lords said that America could not send an army to Europe and that our army could not fight if it did reach Europe. But the Germans had to change their mind. When the first American soldiers reached France, the German armies were still strong. Germany and her allies felt sure that they would win the war. Russia deserted her friends and made peace with Germany. Then the Germans made their plans to finish the war with five big drives early in 1918. The first was toward Amiens. The Germans almost reached that city. For a few hours it looked as if they would reach it. But every available French and British soldier and a regiment of American engineers were sent to the rescue, and the day was saved.

In this crisis all the armies of the Allies were placed under the command of one man, General Foch. General Pershing, the American commander, said to General Foch: "Infantry, artillery, aviation—all that we have are yours to dispose of as you will." These words gave new hope and courage to all the Allied armies.

The second drive was toward the Channel ports—Dunkirk, Calais, and Havre. The Germans gained about three hundred square miles of territory, but the British and French fought like tigers and the ports were saved.

The third drive was toward Paris. The city was in peril. Two American divisions were hurried to the rescue, and at Château-Thierry and along the Marne River they drove back the Germans. Then came an order for the Americans to capture the forest called Belleau Wood. The forest was

filled with German machine-gun nests and the Germans outnumbered the Americans three to one. The slaughter on both sides was terrible and the fighting lasted for eleven days, but in the end every German was driven from the forest. This battle covered the Americans with glory, and the German drive for Paris failed completely.

A Company of American Infantry Resting after Capturing a German Trench in the Argonne

The Germans were now desperate. Their fourth drive was a complete failure, and their loss of men and supplies was great.

The fifth drive decided the fate of Germany. Large numbers of American troops had joined the Allies and took a prominent part in the third defeat of the Germans at the Marne River.

General Foch now took the offensive. In the first attack, on July 18th, 1918, the position of honor was given to the Americans. The Germans were driven back. The tide of war had turned against them.

The American Advance.—In August, 1918, the Americans had more than a million men in the field and they were organized as our First Army under the command of General Pershing. In September they attacked St. Mihiel, which had been held by the Germans since 1914. So swift was the advance of the Americans that they surrounded some of the German cooks just in time to be served with hot food prepared for the German soldiers. In this attack the Americans captured sixteen thousand prisoners and hundreds of guns.

After the battle of St. Mihiel the American army on one side and a French army on the other entered the Argonne Forest. Six weeks of fighting followed. At the end of that time the German lines were pierced, and the American army with sixteen thousand new prisoners had reached Sedan. This was the greatest battle ever fought by Americans. It cost them 120,000 casualties, but it hastened the end of the World War.

The End of the War.—Elsewhere the Germans met defeat after defeat. Bulgaria, Turkey, and Austria surrendered to the Allies. It was Germany's turn next, and on November 11th, 1918, Germany signed an armistice and the fighting ended.

What rejoicing among the Allies! In the United States factories and schools closed, business stopped, and nearly everybody took a holiday. Millions of people were almost wild with joy and excitement.

Soon the long absent soldiers and sailors, doctors and nurses, and all who had gone with them to the war would be coming back. In a few months they came. Parades and banquets and receptions everywhere showed how glad and hearty was their welcome home.

The War's Cost.—The awful war cost the nations two hundred billion dollars for actual expenses, and the loss to trade and business was as much more. More than seven

and three-quarters millions of soldiers lost their lives. Six million more were almost totally disabled and twelve million were wounded.

The United States alone spent twenty-two billion dollars for her part in the war and loaned her allies nearly ten billion dollars more. More than one hundred thousand

Photograph by Paul Thompson

PARADE OF RETURNED REGIMENTS OF THE "RAINBOW DIVISION" PASSING THE VICTORY ARCH IN NEW YORK CITY

American soldiers lost their lives in battle or from disease, and 230,000 more were wounded.

Such was the awful price we had to pay to save our freedom and our civilization.

Conference on the Limitation of Armaments.—Beginning on November 12th, 1921, at the invitation of the United States Government, representatives of nine great nations of the earth met for the purpose of agreeing to limit the

size of their armies and navies and to do other things to promote the peace of the world. This was the first meeting of its kind in history.

The countries represented were the United States, Great Britain, France, Italy, Japan, Belgium, The Netherlands, China, and Portugal.

The conference continued until February 6th, 1922, when the delegates present signed a number of treaties which we hope will help to make the world happier. The larger nations agreed to reduce the size of their navies, not to use submarines as destroyers of commerce, and not to use poisonous gases in warfare. There were several other agreements relating to the interests of the nations in various parts of the world. These agreements and treaties are subject to ratification by the governments concerned.

"All for One."—In the American armies native-born citizens and loyal immigrants from many lands beyond the seas fought shoulder to shoulder. Together they suffered and died for the homes and the liberty they all loved.

Let us who remain in America and all those who come from other lands to join us live and work together as friends.

Let us make our America the best country on earth.

Word Drill

conference	**luxury**	**submission**
submarine	**draft**	**register**
squadron	**ambulance**	**desperate**
prisoner	**banquet**	**civilization**
treaties	**ratify**	**armaments**

Review Exercises

1. Why was a conference held at The Hague in 1899?
2. What nation opposed the others at this conference?
3. Tell how Germany had grown powerful.

4. Tell how war broke out in 1914.
5. How long did the United States remain neutral?
6. When did the United States enter the war?
7. Tell about the draft law.
8. How did we get money to carry on the war?
9. Name some battles in which Americans took part.
10. Tell about the signing of the armistice.
11. Tell about the return of our soldiers and their welcome home.
12. What important conference took place in Washington from November, 1921, to February, 1922?
13. What countries were represented at this conference?
14. What was the purpose of this meeting?
15. What was accomplished?
16. When will the treaties made by this conference go into effect?
17. What should we all do for our America?

OUR PRESIDENTS

1. George Washington
   Two terms, 1789-1797

   Born, 1732, Bridges Creek, Virginia; surveyor, farmer, soldier, statesman; elected by whole people from Virginia; died 1799.

2. John Adams
   One term, 1797-1801

   Born, 1735, Braintree, Massachusetts; lawyer, statesman; elected by Federalists from Massachusetts; died 1826.

3. Thomas Jefferson
   Two terms, 1801-1809

   Born, 1743, Shadwell, Virginia; lawyer, statesman; elected by Democratic-Republicans from Virginia; died 1826.

4. James Madison
   Two terms, 1809-1817

   Born, 1751, Port Conway, Virginia; lawyer, clergyman, statesman; elected by Democratic-Republicans from Virginia; died 1836.

5. James Monroe
   Two terms, 1817-1825

   Born, 1758, Westmoreland County, Virginia; soldier, lawyer, statesman; elected by Democratic-Republicans from Virginia; died 1831.

6. John Quincy Adams
   One term, 1825-1829

   Born, 1767, Braintree, Massachusetts; lawyer, statesman; elected by House of Representatives from Massachusetts; died 1848.

7. Andrew Jackson
Two terms, 1829-1837
Born, 1767, Waxhaw Settlement, North Carolina; statesman, soldier, lawyer; elected by Democrats from Tennessee; died 1845.

8. Martin Van Buren
One term, 1837-1841
Born, 1781, Kinderhook, New York; statesman; elected by Democrats from New York; died 1862.

9. William H. Harrison
One month, 1841 (death)
Born, 1773, Berkeley, Virginia; soldier, statesman; elected by Whigs from Ohio; died 1841.

10. John Tyler
Three years, eleven months, 1841-1845 (completing Harrison's term)
Born, 1790, Charles City County, Virginia; lawyer, statesman; elected Vice-President by Whigs from Ohio; died 1862.

11. James K. Polk
One term, 1845-1849
Born, 1795, Mecklenburg County, North Carolina; lawyer, statesman; elected by Democrats from Tennessee; died 1849.

12. Zachary Taylor
One year, four months, 1849-1850 (death)
Born, 1784, Orange County, Virginia; soldier, statesman; elected by Whigs from Louisiana; died 1850.

13. Millard Fillmore
Two years, eight months, 1850-1853 (completing Taylor's term)
Born, 1800, Locke, New York; school teacher, lawyer, statesman; elected Vice-President by Whigs from New York; died 1874.

14. Franklin Pierce
One term, 1853-1857

Born, 1804, Hillsboro, New Hampshire; soldier, statesman; elected by Democrats from New Hampshire; died 1869.

15. James Buchanan
One term, 1857-1861

Born, 1791, Franklin County, Pennsylvania; lawyer, statesman; elected by Democrats from Pennsylvania; died 1868.

16. Abraham Lincoln
One term and six weeks, 1861-1865 (assassinated)

Born, 1809, Hardin County, Kentucky; lawyer, statesman; elected by Republicans from Illinois; died 1865.

17. Andrew Johnson
Three years, ten and a half months, 1865-1869 (completing Lincoln's term)

Born, 1808, Raleigh, North Carolina; statesman; elected Vice-President by Republicans from Tennessee; died 1875.

18. Ulysses S. Grant
Two terms, 1869-1877

Born, 1822, Point Pleasant, Ohio; soldier, statesman; elected by Republicans from Illinois; died 1885.

19. Rutherford B. Hayes
One term, 1877-1881

Born, 1822, Delaware, Ohio; lawyer, soldier, statesman; elected by Republicans from Ohio; died 1893.

20. James A. Garfield
Six months, fifteen days, 1881 (assassinated)

Born, 1831, Orange, Ohio; educator, soldier, statesman; elected by Republicans from Ohio; died 1881.

21. Chester A. Arthur
Three years, five months, fifteen days, 1881-1885 (completing Garfield's term)

Born, 1830, Fairfield, Vermont; lawyer; elected Vice-President by Republicans from New York; died 1886.

22. Grover Cleveland
One term, 1885-1889
Born, 1837, Caldwell, New Jersey; lawyer, statesman; elected by Democrats from New York; died 1908.

23. Benjamin Harrison
One term, 1889-1893
Born, 1833, North Bend, Ohio; lawyer, soldier, statesman; elected by Republicans from Indiana; died 1901.

24. Grover Cleveland
One term, 1893-1897 [see above]

25. William McKinley
One term, six months, ten days, 1897-1901 (assassinated)
Born, 1843, Niles, Ohio; soldier, lawyer, statesman; elected by Republicans from Ohio; died 1901.

26. Theodore Roosevelt
Two terms, lacking six months, ten days, 1901-1909 (completing McKinley's term; then elected)
Born, 1858, New York City; lawyer, soldier, statesman; elected by Republicans from New York; died 1919.

27. William H. Taft
One term, 1909-1913
Born, 1857, Cincinnati, Ohio; lawyer, college professor, statesman; elected by Republicans from Ohio.

28. Woodrow Wilson
Two terms, 1913-1921
Born, 1856, Staunton, Virginia; lawyer, college president, statesman; elected by Democrats from New Jersey; died 1924.

29. Warren G. Harding
Two years, four months, 1921-1923 (death)
Born, 1865, Corsica, Ohio; newspaper publisher, statesman; elected by Republicans from Ohio.

30. Calvin Coolidge
Began 1923
Born, 1872, Plymouth, Vermont; lawyer, statesman; elected by Republicans from Massachusetts.

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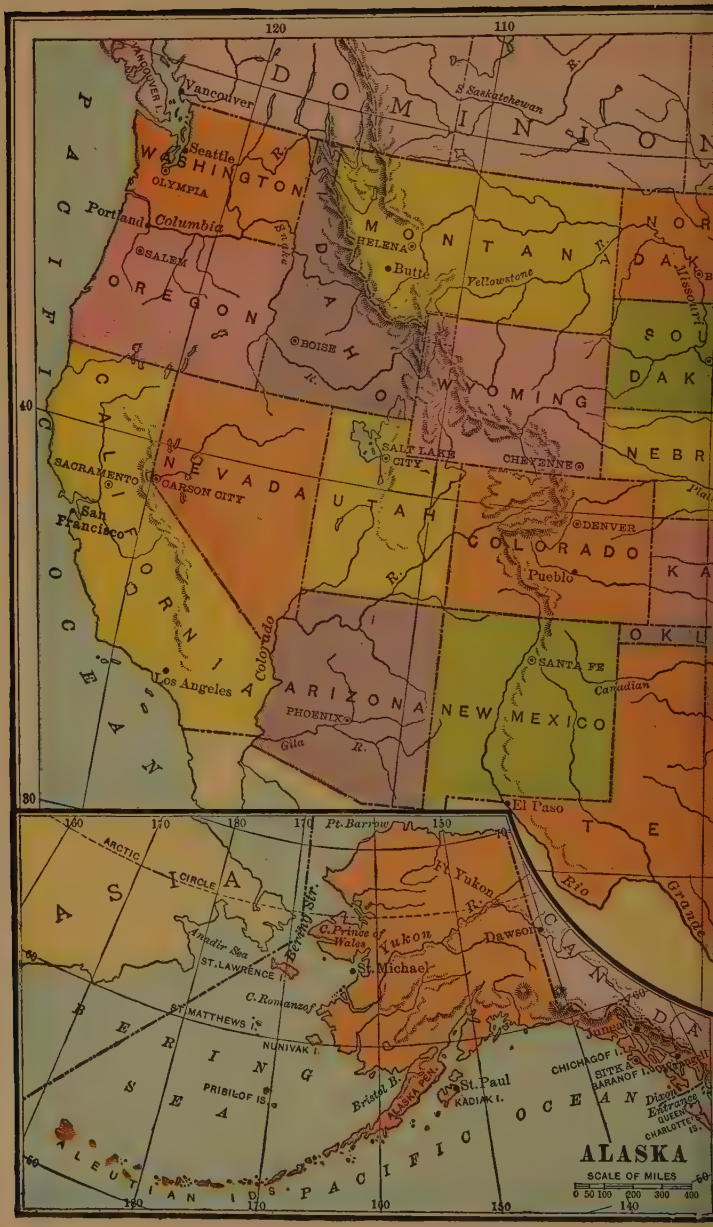
DOMINION
Vancouver
Vancouver I.
S. Saskatchewan R.
Seattle
WASHINGTON
OLYMPIA
Portland
Columbia R.
Snake R.
SALEM
OREGON
MONTANA
HELENA
Butte
Yellowstone R.
Missouri R.
NORTH DAKOTA
SOUTH DAKOTA
IDAHO
BOISE
WYOMING
CHEYNENE
SALT LAKE CITY
NEBRASKA
CALIFORNIA
SACRAMENTO
CARSON CITY
San Francisco
NEVADA
UTAH
COLORADO
DENVER
Pueblo
KANSAS
OKLAHOMA
Los Angeles
Colorado R.
ARIZONA
PHOENIX
Gila R.
SANTA FE
Canadian R.
NEW MEXICO
El Paso
TEXAS
Rio Grande
PACIFIC OCEAN
ASIA
ARCTIC CIRCLE
Pt. Barrow
Yukon R.
Anadir Sea
Bering Str.
C. Prince of Wales
Yukon
Dawson
ST. LAWRENCE I.
St. Michael
C. Romanzof
ST. MATTHEWS I.
NUNIVAK I.
BERING SEA
PRIBILOF IS.
Bristol B.
ALASKA PEN.
St. Paul
KADIAK I.
CANADA
Juneau
CHICHAGOF I.
SITKA
BARANOF I.
Dixon Entrance
QUEEN CHARLOTTE IS.
ALEUTIAN IS.
PACIFIC OCEAN
ALASKA
SCALE OF MILES
0 50 100 200 300 400

ritude West 90 from Greenwich 80

PART II

AMERICAN GOVERNMENT

AMERICA

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From every mountain side
Let freedom ring.

My native country, thee,
Land of the noble free,
Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills,
My heart with rapture thrills,
Like that above.

Let music swell the breeze,
And ring from all the trees,
Sweet freedom's song;
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break,
The sound prolong.

Our father's God, to Thee,
Author of Liberty,
To Thee we sing;
Long may our land be bright,
With freedom's holy light,
Protect us by Thy might,
Great God, our King.

CHAPTER I

THE CONSTITUTION OF THE UNITED STATES

What the Constitution Is.—The Constitution is the supreme law in the United States. Upon it all other laws of the land are based. For this reason it is often referred to as the *fundamental law* of the United States. The Constitution is a written document. It tells what kind of laws Congress can make and what the rights of the people are. If Congress or the legislature of any state makes a law of a kind that the Constitution forbids, that law cannot be enforced because the courts will not punish a man who disobeys such an unconstitutional law. For example, no law establishing a national church or religion would be constitutional or could be enforced.

If a law agrees with the Constitution, all the courts in the United States must punish people who disobey it. It is, therefore, very important to know what the Constitution says. Every good citizen should read it carefully. Besides, some day you will take an active part in our government, and your knowledge of the Constitution will then be helpful.

How the Constitution Was Made.—When the thirteen original states became free from Great Britain after the Revolutionary War, they had no satisfactory government. During the war the states had agreed to a set of laws called the Articles of Confederation. But these were not satisfactory, and as a result the National Government was very weak. Under the Articles of Confederation the Congress could not levy taxes, and so it was unable to

raise any money with which to pay its expenses. It could only ask the different states to contribute money. Congress could not *compel* a state or any individual to do anything. It could only *request* the desired action. Can you imagine such conditions to-day?

After a very few years the states found it difficult to live in agreement under these laws, and they decided that they must make some changes. A Convention was called for this purpose in 1787. It met in the old State House in Philadelphia, now called Independence Hall. George Washington was elected president of the Convention.

It was soon decided that it was better to give up the Articles of Confederation entirely and to prepare a new Constitution. The Convention agreed to form a government with three departments: one to make the laws, or the *legislative;* one to enforce the laws, or the *executive;* and the third to settle disputes about the laws and punish lawbreakers, or the *judicial.*

The proceedings of the Convention did not run very smoothly, as, indeed, was to be expected. Before the delegates could agree upon the details of the Constitution, they had to make three great compromises:

1. The large states wished to elect Congressmen, or lawmakers, according to population. If a state were large, it should have many Congressmen; if it were small, it should have few. The small states said this was not fair. They wished all states to be equally represented and to have the same number of Congressmen. The Connecticut delegates advised that one body of lawmakers should be elected by the states according to population. This was to be called the House of Representatives. Another body, the Senate, should have two men from each state. These two bodies together could make the laws and thus both the large and the small states could be suited. This was agreed to.

2. In counting the people to decide how many Congressmen a state should have, ought slaves to be counted? The

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INDEPENDENCE HALL, THE BIRTHPLACE OF THE CONSTITUTION

states that had slaves naturally said, "Yes." The others said, "No." After considerable debating the delegates agreed to count all the free people and three-fifths of the slaves.

3. The states that manufactured goods to sell in other countries did not wish Congress to have the power to tax the goods that they exported for sale. The farmers of the Southern States wished Congress to have the power to levy such a tax. The Southern States also desired the right to import slaves from Africa. The Northern States strongly opposed this. It was finally agreed that for twenty years people who wanted slaves could import them and that goods exported should never be taxed.

There were many other compromises on smaller points. In September, 1787, the Constitution was approved by the Congress, and it was then sent for approval to the different states. If nine of the thirteen states voted for it, the Constitution would become a law and those nine states would form a Union. In about a year eleven states had ratified it, and the Union was formed. North Carolina joined the Union a few weeks later. Rhode Island joined about three years afterwards. The Constitution went into effect on the first Wednesday in March, 1789. All the thirteen original states were soon in the Union, and the Constitution was the supreme law for them all.

Some of the men who helped to frame the Constitution were George Washington, Benjamin Franklin, Alexander Hamilton, and James Madison.

Every citizen of this country should know by heart the preamble to the Constitution, which gives the reasons why it was found necessary to adopt such a plan of government as it provides for.

Amendments to the Constitution.—The Constitution provides that changes may be made in it or additions made to it by proper steps at any time. An amendment must first be passed by two-thirds of the members of both branches of Congress, or by a convention summoned on application of the legislatures of two-thirds of the states. Then three-fourths of the states in the Union, through

their legislatures or special conventions, must accept the amendment before it becomes a part of the Constitution.

Ten such additions were made to the Constitution very soon after the Government was organized. One more was made in 1798, and another in 1804. After the close of the Civil War three other amendments were added in order to prevent any more slavery in the United States and to give colored citizens the same rights that white citizens have.

In 1913 the Sixteenth Amendment was added. This gave Congress the power to lay and collect taxes on incomes. In accordance with this amendment Congress passed a law putting a tax upon all incomes of more than $1,000 a year for an unmarried person, or more than $2,500 for a married man living with his wife, or a married woman living with her husband, whose total income is less than $5,000. For those married persons with larger incomes the exemption is only $2,000. Persons having children or some other dependents to support are exempt from tax on $400 additional income for each dependent.

During the same year the Seventeenth Amendment became a part of the Constitution. This provided that United States Senators should be elected by the direct vote of the people. Before 1913 they were elected by the state legislatures.

In January, 1920, the Eighteenth Amendment was adopted, prohibiting the manufacture, sale, or transportation of intoxicating liquors. The Nineteenth Amendment, adopted the same year, granted women the same right to vote that men have.

It is a very difficult thing to add an amendment to the United States Constitution. It is over a hundred years since the adoption of the Constitution, yet only nineteen amendments have been added to it.

Word Drill

Constitution	Congress	satisfactory
constitutional	unconstitutional	supreme
Confederation	convention	delegate
ratified	preamble	legislature
income	dependent	amendment
prohibiting	intoxicating	colored

Review Exercises

1. What is the Government of the United States?
2. What is the Constitution?
3. Is the Constitution necessary? Why?
4. When was it adopted?
5. Who helped to frame the Constitution?
6. What is an amendment to the Constitution?
7. How many amendments are there?
8. How may the Constitution be amended?
9. Have you read the Constitution?
10. What does the Constitution say about religion?
11. What protection does it give to a person accused of crime?

CONSTITUTION

OF THE

UNITED STATES OF AMERICA

WE, THE PEOPLE of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this CONSTITUTION for the United States of America.

ARTICLE I

SECTION 1. All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

SECTION 2. The House of Representatives shall be composed of members chosen every second year by the people of the several States, and the electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State Legislature.

No person shall be a Representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State in which he shall be chosen.

Representatives and direct taxes shall be apportioned among the several States which may be included within this union, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three-fifths of all other persons. The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of Representatives shall not exceed one for every thirty thousand, but each State shall have at least

one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to choose three, Massachusetts eight, Rhode Island and Providence Plantations one, Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the representation from any State, the executive authority thereof shall issue writs of election to fill such vacancies.

The House of Representatives shall choose their Speaker and other officers, and shall have the sole power of impeachment.

SECTION 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six years; and each Senator shall have one vote.

Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the Senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and of the third class at the expiration of the sixth year, so that one-third may be chosen every second year; and if vacancies happen by resignation, or otherwise, during the recess of the Legislature of any State, the Executive thereof may make temporary appointments until the next meeting of the Legislature, which shall then fill such vacancies.

No person shall be a Senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State for which he shall be chosen.

The Vice President of the United States shall be President of the Senate, but shall have no vote, unless they be equally divided.

The Senate shall choose their other officers, and also a President *pro tempore,* in the absence of the Vice President, or when he shall exercise the office of President of the United States.

The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no person shall be convicted without the concurrence of two-thirds of the members present.

Judgment in cases of impeachment shall not extend further

than to removal from office, and disqualification to hold and enjoy any office of honor, trust or profit under the United States: but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment and punishment, according to law.

SECTION 4. The times, places and manner of holding elections for Senators and Representatives shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by law make or alter such regulations, except as to the places of choosing Senators.

The Congress shall assemble at least once in every year, and such meeting shall be on the first Monday in December, unless they shall by law appoint a different day.

SECTION 5. Each House shall be the judge of the elections, returns and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties as each House may provide.

Each House may determine the rules of its proceedings, punish its members for disorderly behavior, and, with the concurrence of two-thirds, expel a member.

Each House shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy; and the yeas and nays of the members of either House on any question shall, at the desire of one-fifth of those present, be entered on the Journal.

Neither House, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two Houses shall be sitting.

SECTION 6. The Senators and Representatives shall receive a compensation for their services, to be ascertained by law, and paid out of the Treasury of the United States. They shall in all cases, except treason, felony and breach of the peace, be privileged from arrest during their attendance at the session of their respective Houses, and in going to and returning from the same; and for any speech or debate in either House, they shall not be questioned in any other place.

No Senator or Representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been

created, or the emoluments whereof shall have been increased during such time; and no person holding any office under the United States shall be a member of either House during his continuance in office.

SECTION 7. All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other bills.

Every bill which shall have passed the House of Representatives and the Senate shall, before it become a law, be presented to the President of the United States; if he approve he shall sign it, but if not he shall return it, with his objections to that House in which it shall have originated, who shall enter the objections at large on their journal, and proceed to reconsider it. If after such reconsideration two-thirds of that House shall agree to pass the bill, it shall be sent, together with the objections, to the other House, by which it shall likewise be reconsidered, and if approved by two-thirds of that House, it shall become a law. But in all such cases the votes of both Houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each House respectively. If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law.

Every order, resolution, or vote to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment) shall be presented to the President of the United States; and before the same shall take effect, shall be approved by him, or being disapproved by him, shall be repassed by two-thirds of the Senate and House of Representatives, according to the rules and limitations prescribed in the case of a bill.

SECTION 8. The Congress shall have power to lay and collect taxes, duties, imposts and excises, to pay the debts and provide for the common defence and general welfare of the United States; but all duties, imposts and excises shall be uniform throughout the United States;

To borrow money on the credit of the United States;

To regulate commerce with foreign nations, and among the several States, and with the Indian tribes;

To establish an uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States;

To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures;

To provide for the punishment of counterfeiting the securities and current coin of the United States;

To establish post offices and post roads;

To promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries;

To constitute tribunals inferior to the Supreme Court;

To define and punish piracies and felonies committed on the high seas, and offenses against the law of nations;

To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;

To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years;

To provide and maintain a navy;

To make rules for the government and regulation of the land and naval forces;

To provide for calling forth the militia to execute the laws of the union, suppress insurrections and repel invasions;

To provide for organizing, arming, and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the States respectively, the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress;

To exercise exclusive legislation in all cases whatsoever, over such district (not exceeding ten miles square) as may, by cession of particular States, and the acceptance of Congress, become the seat of the government of the United States, and to exercise like authority over all places purchased by the consent of the Legislature of the State in which the same shall be, for the erection of forts, magazines, arsenals, dock-yards, and other needful buildings;—and

To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the Government of the United States, or in any department or officer thereof.

SECTION 9. The migration or importation of such persons as

any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight, but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person.

The privilege of the writ of *habeas corpus* shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.

No bill of attainder or *ex post facto* law shall be passed.

No capitation, or other direct, tax shall be laid, unless in proportion to the census or enumeration herein before directed to be taken.

No tax or duty shall be laid on articles exported from any State.

No preference shall be given by any regulation of commerce or revenue to the ports of one State over those of another: nor shall vessels bound to, or from, one State be obliged to enter, clear, or pay duties in another.

No money shall be drawn from the treasury but in consequence of appropriations made by law; and a regular statement and account of the receipts and expenditures of all public money shall be published from time to time.

No title of nobility shall be granted by the United States; And no person holding any office of profit or trust under them shall, without the consent of the Congress, accept of any present, emolument, office, or title, of any kind whatever, from any king, prince, or foreign state.

SECTION 10. No State shall enter into any treaty, alliance, or confederation; grant letters of marque and reprisal; coin money; emit bills of credit; make any thing but gold and silver coin a tender in payment of debts; pass any bill of attainder, *ex post facto* law, or law impairing the obligation of contracts, or grant any title of nobility.

No State shall, without the consent of the Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws: and the net produce of all duties and imposts, laid by any State on imports or exports, shall be for the use of the Treasury of the United States; and all such laws shall be subject to the revision and control of the Congress.

No State shall, without the consent of Congress, lay any duty of tonnage, keep troops or ships of war in time of peace,

enter into any agreement or compact with another State or with a foreign power, or engage in war, unless actually invaded, or in such imminent danger as will not admit of delay.

ARTICLE II

SECTION 1. The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and, together with the Vice-President, chosen for the same term, be elected, as follows:

Each State shall appoint, in such manner as the Legislature thereof may direct, a number of electors, equal to the whole number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

The electors shall meet in their respective States, and vote by ballot for two persons, of whom one at least shall not be an inhabitant of the same State with themselves. And they shall make a list of all the persons voted for, and of the number of votes for each; which list they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate. The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted. The person having the greatest number of votes shall be the President, if such number be a majority of the whole number of electors appointed; and if there be more than one who have such majority, and have an equal number of votes, then the House of Representatives shall immediately choose by ballot one of them for President; and if no person have a majority, then from the five highest on the list the said House shall in like manner choose the President. But in choosing the President, the votes shall be taken by States, the representation from each State having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the States, and a majority of all the States shall be necessary to a choice. In every case, after the choice of the President, the person having the greatest number of votes of the electors shall be the Vice-President. But if there should remain two or more who have equal votes, the Senate shall choose from them by ballot the Vice-President.

The Congress may determine the time of choosing the electors, and the day on which they shall give their votes; which day shall be the same throughout the United States.

No person except a natural-born citizen, or a citizen of the United States at the time of the adoption of this Constitution, shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty-five years, and been fourteen years a resident within the United States.

In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice-President, and the Congress may by law provide for the case of removal, death, resignation or inability, both of the President and Vice-President, declaring what officer shall then act as President, and such officer shall act accordingly, until the disability be removed, or a President shall be elected.

The President shall, at stated times, receive for his services a compensation, which shall neither be increased nor diminished during the period for which he shall have been elected, and he shall not receive within that period any other emolument from the United States, or any of them.

Before he enter on the execution of his office, he shall take the following oath or affirmation:—"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States."

SECTION 2. The President shall be commander-in-chief of the army and navy of the United States, and of the militia of the several States, when called into the actual service of the United States; he may require the opinion in writing of the principal officer in each of the executive departments upon any subject relating to the duties of their respective offices, and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two-thirds of the Senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States

whose appointments are not herein otherwise provided for, and which shall be established by law; but the Congress may by law vest the appointment of such inferior officers as they think proper in the President alone, in the courts of law, or in the heads of departments.

The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.

SECTION 3. He shall from time to time give to the Congress information of the state of the union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both Houses, or either of them, and in case of disagreement between them with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

SECTION 4. The President, Vice-President and all civil officers of the United States, shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.

ARTICLE III

SECTION 1. The judicial power of the United States shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the Supreme and inferior courts, shall hold their offices during good behaviour, and shall, at stated times, receive for their services a compensation which shall not be diminished during their continuance in office.

SECTION 2. The judicial power shall extend to all cases, in law and equity, arising under this Constitution, the laws of the United States, and treaties made, or which shall be made, under their authority;—to all cases affecting ambassadors, other public ministers and consuls;—to all cases of admiralty and maritime jurisdiction;—to controversies to which the United States shall be a party;—to controversies between two or more States;—between a State and citizens of another State;—between citizens of different States;—between citizens of the same State claiming lands under grants of different States, and

between a State, or the citizens thereof, and foreign States, citizens or subjects.

In all cases affecting ambassadors, other public ministers and consuls, and those in which a State shall be party, the Supreme Court shall have original jurisdiction. In all the other cases before mentioned, the Supreme Court shall have appellate jurisdiction, both as to law and fact, with such exceptions and under such regulations as the Congress shall make.

The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the State where the said crimes shall have been committed; but when not committed within any State, the trial shall be at such place or places as the Congress may by law have directed.

SECTION 3. Treason against the United States shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood, or forfeiture except during the life of the person attainted.

ARTICLE IV

SECTION 1. Full faith and credit shall be given in each State to the public acts, records, and judicial proceedings of every other State. And the Congress may by general laws prescribe the manner in which such acts, records and proceedings shall be proved, and the effect thereof.

SECTION 2. The citizens of each State shall be entitled to all privileges and immunities of citizens in the several States.

A person charged in any State with treason, felony, or other crime, who shall flee from justice, and be found in another State, shall on demand of the executive authority of the State from which he fled, be delivered up, to be removed to the State having jurisdiction of the crime.

No person held to service or labor in one State, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be due.

SECTION 3. New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the jurisdiction of any other State; nor any State be formed by the junction of two or more States, or parts of States, without the consent of the Legislatures of the States concerned as well as of the Congress.

The Congress shall have power to dispose of and make all needful rules and regulations respecting the territory or other property belonging to the United States; and nothing in this Constitution shall be so construed as to prejudice any claims of the United States, or of any particular State.

SECTION 4. The United States shall guarantee to every State in this union a republican form of government; and shall protect each of them against invasion; and on application of the Legislature, or of the Executive (when the Legislature cannot be convened) against domestic violence.

ARTICLE V

The Congress, whenever two-thirds of both Houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the Legislatures of two-thirds of the several States, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this Constitution, when ratified by the Legislatures of three-fourths of the several States, or by conventions in three-fourths thereof, as the one or the other mode of ratification may be proposed by the Congress; provided that no amendment which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses in the ninth section of the first article; and that no State, without its consent, shall be deprived of its equal suffrage in the Senate.

ARTICLE VI

All debts contracted and engagements entered into, before the adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

This Constitution, and the laws of the United States which shall be made in pursuance thereof, and all treaties made, or

which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every State shall be bound thereby, any thing in the Constitution or laws of any State to the contrary notwithstanding.

The Senators and Representatives before mentioned, and the members of the several State Legislatures, and all executive and judicial officers, both of the United States and of the several States, shall be bound by oath or affirmation, to support this Constitution; but no religious test shall ever be required as a qualification to any office or public trust under the United States.

ARTICLE VII

The ratification of the conventions of nine States shall be sufficient for the establishment of this Constitution between the States so ratifying the same.

DONE in Convention by the unanimous consent of the States present the seventeenth day of September in the year of our Lord one thousand seven hundred and eighty-seven and of the Independence of the United States of America the twelfth. IN WITNESS whereof we have hereunto subscribed our names.

[Signed by] GO. WASHINGTON.
Presidt and deputy from Virginia
(and by thirty-nine delegates)

ARTICLES IN ADDITION TO, AND AMENDMENT OF, THE CONSTITUTION OF THE UNITED STATES OF AMERICA, PROPOSED BY CONGRESS, AND RATIFIED BY THE LEGISLATURES OF THE SEVERAL STATES, PURSUANT TO THE FIFTH ARTICLE OF THE ORIGINAL CONSTITUTION

I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

II

A well regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed.

III

No soldier shall, in time of peace, be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property without due process of law; nor shall private property be taken for public use, without just compensation.

VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defence.

VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any court of the United States than according to the rules of the common law.

VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

IX

The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

XI

The judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by citizens of another State, or by citizens or subjects of any foreign state.

XII

The electors shall meet in their respective states and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President

of the Senate;—The President of the Senate shall, in presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted;—The person having the greatest number of votes for President shall be the President, if such number be a majority of the whole number of electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by States, the representation from each State having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the States, and a majority of all the States shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President.—The person having the greatest number of votes as Vice-President shall be the Vice-President, if such number be a majority of the whole number of electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

XIII

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

XIV

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No

State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

SECTION 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each state, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the executive and judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

SECTION 3. No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may, by a vote of two-thirds of each House, remove such disability.

SECTION 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

SECTION 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

XV

SECTION 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

SECTION 2. The Congress shall have power to enforce this article by appropriate legislation.

XVI

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

XVII

The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State Legislature.

When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: *Provided,* That the Legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the Legislature may direct.

This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

XVIII

SECTION 1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof, for beverage purposes is hereby prohibited.

SECTION 2. The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

SECTION 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

XIX

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Congress shall have power to enforce this article by appropriate legislation.

CHAPTER II

THE LEGISLATIVE DEPARTMENT

The Congress.—The Legislative Department of the United States Government is the Congress, which consists of a Senate and a House of Representatives. Both branches hold their sessions to make laws in the Capitol in the city of Washington.

The House of Representatives.—The people vote for members of the House of Representatives every two years. A Representative must be at least twenty-five years old, must have been a citizen of the United States for seven years or more, and must have his home in the state from which he is elected.

The number of Representatives that a state has depends upon the population of that state. Every ten years a census is taken, that is, the people are counted. Then Congress decides how many Representatives there shall be and divides the number of people by the number of Representatives. The result tells how many people there must be for each Representative, and thus each state is told how many to vote for. Prior to the census of 1920 there were 435 members of the House of Representatives.

Each state is divided into as many Congressional districts as it has Representatives, and the people of each district elect one. No matter how few people live in a state, it must have at least one Representative in Congress.

The election is held on the Tuesday after the first Monday in November in the even years, as 1924, 1928, etc.

Representatives take office on the 4th of March of the odd year after they are elected and continue to hold office until the 4th of March of the next odd year. When a Representative dies or resigns or there is a vacancy for any other reason, the governor of the state orders a special election to choose another to fill the place. The Representatives choose their own officers. Their president is called the Speaker of the House.

The following table shows the number of Representatives now sent to Congress by each state:

Alabama	10	Nebraska	6
Arizona	1	Nevada	1
Arkansas	7	New Hampshire	2
California	11	New Jersey	12
Colorado	4	New Mexico	1
Connecticut	5	New York	43
Delaware	1	North Carolina	10
Florida	4	North Dakota	3
Georgia	12	Ohio	22
Idaho	2	Oklahoma	8
Illinois	27	Oregon	3
Indiana	13	Pennsylvania	36
Iowa	11	Rhode Island	3
Kansas	8	South Carolina	7
Kentucky	11	South Dakota	3
Louisiana	8	Tennessee	10
Maine	4	Texas	18
Maryland	6	Utah	2
Massachusetts	16	Vermont	2
Michigan	13	Virginia	10
Minnesota	10	Washington	5
Mississippi	8	West Virginia	6
Missouri	16	Wisconsin	11
Montana	2	Wyoming	1
		Total	435

The Senate.—The Senate of the United States is composed of two Senators from each state, no matter how large or how small the state may be. The Senators are

elected by the voters of the forty-eight states, and hold office for a term of six years. There are ninety-six Senators. Their terms are so arranged that one-third of them go out of office every two years. This plan makes it sure that two-thirds of the Senators will always be men who have had experience in the Senate.

A Senator must be at least thirty years old, and must have been a citizen of the United States for nine years or more, and must have his home in the state that elects him.

The Vice-President of the United States is the president of the Senate. He has no vote except in case of a tie. The Senators elect the rest of their own officers. They also elect one of their own number President *pro tempore;* he presides when the Vice-President is absent.

Meetings of Congress.—The Constitution says: "The Congress shall assemble at least once in every year; and such meeting shall be on the first Monday in December, unless they shall, by law, appoint a different day."

Every two years there is a new Congress. This does not mean that all the old Congressmen go home and new men come to take their places. It does mean that the states elect their Representatives for two years at a time, and when the two years are up, the people must elect these men again or elect somebody else to fill their places. Also every two years one-third of the Senators go out of office, and their states must reëlect them or elect other men to fill their places.

The House of Representatives has to elect a new set of officers for itself every two years; hence, although a great many of the old Congressmen continue in office for many years, there are always so many changes at the end of each two years that it is right to say that we have a new Congress.

The term of Congress is from the 4th of March of one odd year, like 1925 or 1927, to the 4th of March of the

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THE NATIONAL CAPITOL

The Senate Chamber is in the wing nearest in the picture, and the Hall of Representatives in the other wing. The Supreme Court chamber is in the central portion of the building. The Presidents are inaugurated on the central steps.

next odd year. During this term Congress has two regular *sessions.* It meets on the first Monday in December of the odd year and may continue in session for a whole year, if it has business to do for so long a time. This is called the long session, though the members usually go home some time in the spring or summer.

The second session begins on the first Monday in December of the even year and must end by noon on the 4th day of the next March, because the Representatives' term of office ends then. The term of the new Congress begins the moment the old one ends, but the members do not meet until the next December, unless there is special business for them to do. If there is need for them to meet, the President of the United States can call them together at any time. Such a meeting is called a *special session* of Congress.

Membership of Congress.—Sometimes it happens that there is a dispute about the election of a Senator or a Representative. Two men both think that they have been elected to the same office. The Constitution says: "Each house shall be the judge of the elections, returns, and qualifications of its own members." So if there is any doubt about the election of a Senator, the Senate decides which person shall have the office. If the dispute is between two men who claim to be the Representative of a district, the House of Representatives must decide which one shall have the office.

Quorum.—Neither house can do business unless a majority (more than half) of its members are present. This is called a *quorum.* If at any time when either house is in session there is not a quorum present, those who are present can send for the absentees and compel them to come or suffer a penalty.

Committees of Congress.—No member of Congress can have time to examine and find out what ought to be done

with every piece of business that comes before Congress. Committees composed of members, therefore, are appointed to assist in the transaction of business. Each committee examines one kind of business. There are committees on commerce, on agriculture, on revenue (called Ways and Means in the House and Finance in the Senate), on foreign affairs, on military affairs, on naval affairs, etc. There are about sixty such committees in each house. These committees report to the rest of Congress and give them advice.

Punishment and Expulsion of Members.—Each house of Congress can punish one of its members who is disorderly or hinders the rest from doing business in such a way as the other members think proper. If a member of either house does anything so improper that the rest of the members think he ought not to be in Congress, he may be expelled if two-thirds of the members vote against him.

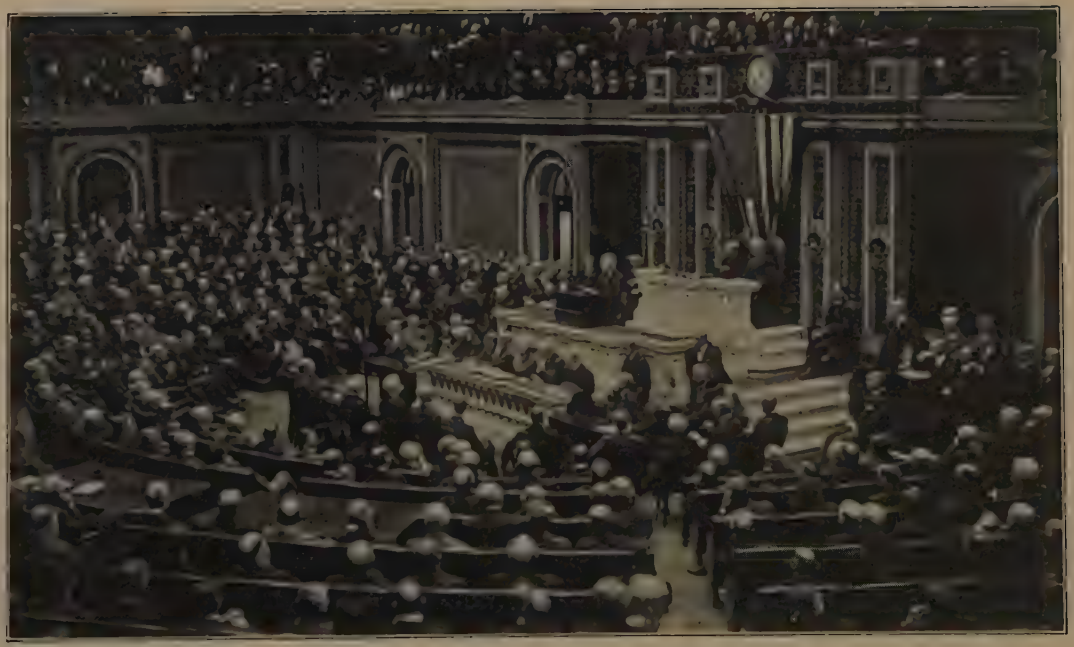
Freedom of Speech.—Senators and Representatives, when they are in Congress, have the right to say what they believe and tell what they know about any matter of business that may come before them. This is an important right, for it protects the Congressmen and gives them courage to say and to do what they think is right.

Salaries.—The salaries of Senators and Representatives are paid by the United States, not by the states that send them to Congress. Each Senator and each Representative is paid $10,000 a year and his traveling expenses to and from Washington. The Speaker of the House of Representatives (and the President *pro tempore* of the Senate in case he becomes permanent President of the Senate) receives $15,000 a year.

It costs a great deal of money to be a Congressman and live in Washington. It is said that many Congressmen spend much more than their salaries. Their best reward is not the money they receive. They enjoy the honor and

happiness that come to them from making good laws to help the people. These are more valuable to them than the money they get.

How Laws Are Made.—Let us see how Congress makes a law. Either the Senate or the House may begin the process. Suppose that the House begins it. First some Representative tells the other members of the House what kind of law he desires made and submits a written copy of it. This is called *introducing a bill.* The Speaker of the House orders the bill to be printed and sent to the committee that has charge of that particular kind of legislation. The committee examines the bill and tells the House whether it thinks the bill ought to be a law or not. If the committee thinks it should be made a law and *reports* it to the House, the bill is then twice read aloud to the House, usually on different days. This is to make sure that all the members know just what the bill is before they vote on it. If they do not like some part of it, they can vote to change it. This is called *amending* a bill. After the second reading, when all the amendments have been considered, the clerk has the bill printed again. This is called *engrossing* it. The clerk then reads it the third and last time. After this the Speaker asks the members to vote. Those who wish the bill to be a law vote for it. If a majority of the members present vote for it, the bill *passes* the House. Then it goes to the Senate, where the same things have to be done again. If it is passed by the Senate, the bill is returned to the House and *enrolled.* This means that it is printed on sheepskin, called parchment. The Speaker of the House and the President of the Senate both sign it. Then it is sent to the President of the United States. If he approves it, that is, if he thinks it ought to be a law, he signs his name to the bill. This makes it an *act* or law. Then the parchment goes to the Secretary of State, who puts it away for safekeeping.



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THE HALL OF REPRESENTATIVES IN THE CAPITOL

President Wilson is reading his message calling for a declaration of war against Germany in a joint session of the Senate and the House of Representatives on April 2, 1917.

If the bill had started in the Senate, the same things would have been done, but the Senators would have done their part first, and the members of the House their part last. Of course, if either house voted against it, the bill could not become a law.

All bills for the purpose of raising money must be introduced first in the House of Representatives. All other bills may be introduced in either house.

No bill becomes a law until it has been passed by a majority vote of both houses of Congress and been signed by the President, except a bill passed over the President's veto or a bill kept ten days by the President without signature.

The President's Veto.—After Congress has passed a bill, the President of the United States may disapprove it, that is, he may think that it ought not to be a law. In that case he will not sign his name to it, but will send it back to the house of Congress in which it was introduced. With it he will send a message telling why he thinks the bill ought not to be a law. This rejection by the President is called *vetoing* a bill.

If two-thirds of the members of each house of Congress still think that the bill ought to be a law, they may pass it over the President's *veto.* Two-thirds of the members of each house, not merely a majority of those present, must vote for the bill this time, or it cannot become a law.

Ten Days for Vetoing Bills.—The Constitution allows the President ten days after he receives a bill to decide whether he will sign it or not. If he keeps the bill ten days while Congress is in session and does not sign it, then it becomes a law without his signature. If Congress should *adjourn* and the members go home before the ten days are past, the Constitution says that the bill cannot become a law unless the President signs it.

Powers of Congress.—The following are some of the things that Congress can do under the Constitution. It has power:

1. To lay and collect taxes from the people. Except in the income tax this is not often done *directly* unless there is a war or some special need for large sums of money.

2. To put a duty or tax on goods brought to this country from other countries. This is called an *indirect tax.* Duties are collected at the custom houses when the goods are brought to the United States. The Government gets a great deal of money from this indirect tax.

3. To put a tax on tobacco, cigars, and other things made for sale in this country. Such a tax is called an *excise* tax.

4. To borrow money on the credit of the United States to pay the expenses of the Government. Congress exercised this power during the recent World War by issuing Liberty bonds for the successful conduct of the war against Germany.

5. To make rules for trading between people who live in the United States and people who live in other countries; also for trading between people who live in one state and those who live in another state of the United States.

6. To make laws concerning immigration.

7. To make naturalization laws. These laws tell how men and women who have come from other countries to live in the United States can be made citizens of this country and have the rights and privileges that Americans have. Such laws help immigrants and make them want to live here.

8. To make rules for the coining of money. The United States Government alone has the right to make gold and silver or other metals into money. If everyone were permitted to coin money, bad men would cheat and make poor

money, and such money would cause a great deal of trouble. Congress makes laws to punish any one who tries to coin money for himself. Such a person is called a counterfeiter.

9. To make laws for managing post offices and for carrying the mails from place to place. Most of the money to pay the expenses of this work is obtained by selling postage stamps.

10. To issue patents and copyrights to inventors and authors.

11. To declare war on any other country that tries to do wrong to the United States. When this is done, Congress also makes rules for getting soldiers to carry on the war and for taking care of them while the war lasts.

12. To make new states and to tell them on what terms they may join the Union.

Congress can also do a great many other things when they are for the good of all the people of the United States. To learn what they are, one should read the Constitution.

Some Things That Congress Cannot Do.—The Constitution forbids the following:

1. Congress cannot pass any law establishing any religion, neither can it forbid free worship, freedom of speech, or freedom of the press.

2. Congress cannot make an *ex post facto* law. This means that Congress cannot make a law to punish a man for what he did before the law was passed. Everybody has a right to know what the laws are, and the people cannot know beforehand what laws Congress is going to pass. Hence, it would be very wrong to punish people for what they do unless there is a law against it at the time they do it.

3. Congress cannot put a tax on goods sent from one state into another state for sale there.

4. Congress cannot suspend the writ of *habeas corpus* except in time of war. This means that a man who is arrested for crime cannot be put in jail and kept there a long time without being brought before a judge. The judge must know what the complaint against the man is, and if the complaint is not enough to keep the man in jail, the judge must let him go.

Public Sessions.—Sessions of both houses of Congress are generally open to the public. Large galleries are provided for the use of visitors.

Officials Forbidden to Accept Gifts.—The Constitution states that a person who holds any United States office cannot accept a gift of office or title of any kind from any ruler of a foreign country. If an officer could accept such gifts, he might work for the foreign countries in order to get gifts. This would not be just or fair to the people of the United States.

Word Drill

population	**census**	**district**
vacancy	**election**	**speaker**
Senator	**qualification**	**re-elect**
session	**committee**	**majority**
penalty	**salary**	**punishment**
expulsion	**disapprove**	**immigration**
veto	**copyright**	**patent**
counterfeiter	**habeas corpus**	**gallery**

Review Exercises

1. Into how many branches is our National Government divided?
2. What are they?
3. What is the Legislative Department?
4. Of what does Congress consist?
5. How is a Representative elected?
6. For how long?

7. Who is the Representative of your district?
8. How many Representatives has your state?
9. How was the number decided?
10. How many Representatives are there in Congress from all the states?
11. Who is the presiding officer of the House of Representatives?
12. About how many persons does a Representative or Congressman represent?
13. Of what does the Senate consist?
14. How are the Senators chosen?
15. For how long?
16. Who are your Senators?
17. How many members are there in the Senate? Why?
18. Can you be a Senator or a Representative? Give reasons.
19. Who is the presiding officer of the Senate?
20. When and where does Congress meet?
21. How does Congress transact most of its business?
22. How are laws made by Congress?
23. May we appeal from an Act of Congress? How?

GOVERNMENT OF THE UNITED STATES

EXECUTIVE BRANCH
THE PRESIDENT

LEGISLATIVE BRANCH
CONGRESS

SENATE
96 SENATORS

HOUSE OF REPRESENTATIVES
435 REPRESENTATIVES.
2 DELEGATES;
3 COMMISSIONERS

JUDICIAL BRANCH
SUPREME COURT

CIRCUIT COURTS OF APPEALS

UNITED STATES DISTRICT COURTS

VARIOUS SPECIAL COURTS
COURT OF CLAIMS
COURT OF CUSTOMS APPEALS
DIST OF COL. COURTS
TERRITORIAL COURTS

I. DEPARTMENT OF STATE
DIPLOMATIC BUREAU
DIVISION OF WESTERN EUROPEAN AFFAIRS
DIVISION OF FAR EASTERN AFFAIRS
DIVISION OF NEAR EASTERN AFFAIRS
DIVISION OF LATIN AMERICAN AFFAIRS
DIVISION OF MEXICAN AFFAIRS
CONSULAR BUREAU
DIVISION OF FOREIGN INTELLIGENCE
OFFICE OF FOREIGN TRADE ADVISOR
DIVISION OF PASSPORT CONTROL
DIVISION OF RUSSIAN AFFAIRS
BUREAU OF INDEXES AND ARCHIVES

II. DEPARTMENT OF THE TREASURY
COMMISSIONER OF THE PUBLIC DEBT
DIVISION OF LOANS AND CURRENCY
REGISTER OF THE TREASURY
DIV PUBLIC DEBT ACCTS. AND AUDIT
SAVINGS DIVISION
COMMISSIONER OF ACCTS AND DEPOSITS
DIV OF BOOKKEEPING AND WARRANTS
DIVISION OF DEPOSITS
TREASURER OF THE UNITED STATES
COMPTROLLER OF THE CURRENCY
BUREAU OF THE BUDGET
MINT BUREAU
FEDERAL FARM LOAN BUREAU
SECRET SERVICE DIVISION
GOVERNMENT ACTUARY
DIVISION OF FOREIGN LOANS
ADVANCES & LOANS TO RAILROADS DIV
BUREAU OF ENGRAVING AND PRINTING
GENERAL SUPPLY COMM TTEE
BUREAU OF THE PUB. HEALTH SERVICE
SUPERVISING ARCHITECT S OFFICE
THE COAST GUARD
BUREAU OF INTERNAL REVENUE
CUSTOMS DIVISION

III. DEPARTMENT OF WAR
GENERAL STAFF CORPS
OFFICE OF CHIEF OF CAVALRY
OFFICE OF CHIEF OF FIELD ARTILLERY
OFFICE OF CHIEF OF INFANTRY
OFFICE OF CHIEF OF CHAPLAINS
OFFICE OF CHIEF OF COAST ARTILLERY
MILITIA BUREAU
OFFICE OF ADJUTANT GENERAL
OFFICE OF INSPECTOR GENERAL
OFFICE OF JUDGE ADVOCATE GENERAL
OFFICE OF QUARTERMASTER GENERAL
OFFICE OF CHIEF OF FINANCE
OFFICE OF SURGEON GENERAL
OFFICE OF CHIEF OF ENGINEERS
BD OF ENGRS RIVERS & HARBORS
OFFICE PUBLIC BLDGS. & GROUNDS
MISSISSIPPI RIVER COMMISSION
CALIFORNIA DEBRIS COMMISSION
OFFICE OF CHIEF OF ORDNANCE
OFFICE OF CHIEF SIGNAL OFFICER
OFFICE OF CHIEF OF AIR SERVICE
BUREAU OF INSULAR AFFAIRS
PHILIPPINE GOVERNMENT
PORTO RICO GOVERNMENT
DOMINICAN RECEIVERSHIP
CHEMICAL WARFARE SERVICE
WAR CREDITS BOARD
INLAND AND COASTWISE WATERWAYS SERVICE

IV. DEPARTMENT OF JUSTICE
SOLICITOR GENERAL
PUBLIC LANDS DIVISION
TAXATION AND INSURANCE DIV.
CUSTOMS DIVISION
BUREAU FOR DEFENSE OF SUITS
CRIMINAL PROCEDURE DIVISION
U S DISTRICT ATTORNEYS
NAT'L TRAINING SCHOOL FOR BOYS
BUREAU OF INVESTIGATION
ADMIRALTY FINANCE, FOREIGN RELATIONS AND INSULAR AFFAIRS DIV
ANTI-TRUST LAWS DIV.
FEDERAL PRISON SECTION
PARDON ATTORNEYS SECTION
U S MARSHALS
NAT'L TRAINING SCHOOL FOR GIRLS
DEPARTMENTAL SOLICITORS

V. POST OFFICE DEPARTMENT
POSTMASTER GENERAL
DIVISION OF POSTAL SAVINGS
FIRST ASSISTANT POSTMASTER GENERAL
DIV OF POSTMASTERS APPOINTMENTS
DIV OF POST OFFICE SERVICE
DIV OF DEAD LETTERS
SECOND ASSISTANT POSTMASTER GENERAL
RAILWAY MAIL SERVICE
DIV OF FOREIGN MAILS
DIV OF RAILWAY ADJUSTMENTS
THIRD ASSISTANT POSTMASTER GENERAL
DIV. OF FINANCE
DIVISION OF STAMPS
DIVISION OF MONEY ORDERS
DIVISION OF REGISTERED MAILS
DIVISION OF CLASSIFICATION
FOURTH ASSISTANT POSTMASTER GENERAL
DIVISION OF RURAL MAILS
DIVISION OF EQUIPMENT & SUPPLIES
TOPOGRAPHY BRANCH

VI. DEPARTMENT OF THE NAVY
NAVAL CONSULTING BOARD
COMPENSATION BOARD
OFFICE OF NAVAL OPERATIONS
OPERATING FORCES DIVISION
INTELLIGENCE DIVISION
COMMUNICATION DIVISION
MATERIAL DIVISION
NAVAL DISTRICTS DIVISION
INSPECTION DIVISION
GUNNERY EXERCISES AND ENGINEERING
BUREAU OF NAVIGATION
HYDROGRAPHIC OFFICE
NAVAL OBSERVATORY
BUREAU OF YARDS AND DOCKS
BUREAU OF ORDNANCE
BUREAU OF CONSTRUCTION AND REPAIR
BUREAU OF ENGINEERING
BUREAU OF SUPPLIES AND ACCOUNTS
BUREAU OF MEDICINE AND SURGERY
OFFICE OF JUDGE ADVOCATE GENERAL
HEADQUARTERS MARINE CORPS

VII. DEPARTMENT OF THE INTERIOR
GENERAL LAND OFFICE
OFFICE OF INDIAN AFFAIRS
BUREAU OF PENSIONS
PATENT OFFICE
BUREAU OF EDUCATION
GEOLOGICAL SURVEY
RECLAMATION SERVICE
BUREAU OF MINES
GOVERNOR OF ALASKA
NATIONAL PARK SERVICE
ALASKAN ENGINEERING COMMISSION
DISTRICT OF COLUMBIA INSTITUTIONS
ST ELIZABETH'S HOSPITAL
COLUMBIA INSTITUTION FOR DEAF
HOWARD UNIVERSITY
FREEDMAN'S HOSPITAL
SUPT CAP TOL BUILDING AND GROUNDS
GOVERNOR OF HAWAII
WAR MINERALS RELIEF COMMISSION

VIII. DEPARTMENT OF AGRICULTURE
OFFICE OF FARM MANAGEMENT
WEATHER BUREAU
BUREAU OF ANIMAL INDUSTRY
BUREAU OF PLANT INDUSTRY
FOREST SERVICE
BUREAU OF CHEMISTRY
BUREAU OF SOILS
BUREAU OF ENTOMOLOGY
BUREAU OF BIOLOGICAL SURVEY
STATES RELATIONS SERVICE
BUREAU OF PUBLIC ROADS
BUREAU OF MARKETS AND CROP ESTIMATES
INSECTICIDE AND FUNGICIDE BOARD
FEDERAL HORTICULTURAL BOARD
DIVISION OF PUBLICATIONS
PACKERS & STOCKYARDS ADMINISTRATION

IX. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
BUREAU OF FOREIGN AND DOMESTIC COMMERCE
BUREAU OF STANDARDS
BUREAU OF FISHERIES
BUREAU OF LIGHTHOUSES
COAST AND GEODETIC SURVEY
BUREAU OF NAVIGATION
STEAMBOAT-INSPECTION SERVICE

X. DEPARTMENT OF LABOR
U S EMPLOYMENT SERVICE
BUREAU OF IMMIGRATION
BUREAU OF NATURALIZATION
BUREAU OF LABOR STATISTICS
CHILDREN'S BUREAU
BUREAU OF HOUSING AND TRANSPORTATION
WOMEN'S BUREAU
DIVISION OF CONCILIATION

XI. INDEPENDENT ESTABLISHMENTS

LIBRARY, PRINTING AND SCIENCE
LIBRARY OF CONGRESS
COPYRIGHT OFFICE
GOVERNMENT PRINTING OFFICE
SUPERINTENDENT OF DOCUMENTS
SMITHSONIAN INSTITUTION
NATIONAL MUSEUM
BUREAU OF AMERICAN ETHNOLOGY
NATIONAL ZOOLOGICAL PARK
ASTROPHYSICAL OBSERVATORY
INTERNATIONAL CATALOG OF SCIENTIFIC LITERATURE
INTERNATIONAL EXCHANGE SERVICE
NATIONAL ACADEMY OF SCIENCES
NATIONAL GALLERY OF ART
NATIONAL RESEARCH COUNCIL

COMMERCIAL AND INDUSTRIAL
INTERSTATE COMMERCE COMMISSION
THE PANAMA CANAL
FEDERAL RESERVE BOARD
FEDERAL TRADE COMMISSION
UNITED STATES TARIFF COMMISSION
CIVIL SERVICE COMMISSION
UNITED STATES BUREAU OF EFFICIENCY
BOARD OF MEDIATION AND CONCILIATION
U. S. EMPLOYEES' COMPENSATION COMMISSION
FEDERAL BOARD FOR VOCATIONAL EDUCATION
FEDERAL POWER COMMISSION
GENERAL ACCOUNTING OFFICE
PAN AMERICAN UNION

WAR BOARDS, ETC.
VETERANS BUREAU
U. S. SHIPPING BOARD
U. S. EMERGENCY FLEET CORPORATION
NATIONAL ADVISORY COMMISSION FOR AERONAUTICS
JOINT COMMISSION ON RECLASSIFICATION OF SALARIES
DISTRICT RENTS COMMISSION
BOTANIC GARDENS
ROCK CREEK PARK & POTOMAC RIVER PARKWAY COMMISSION
ALIEN PROPERTY CUSTODIAN
WAR FINANCE CORPORATION
U. S. RAILROAD LABOR BOARD
U. S. RAILROAD ADMINISTRATION
AMERICAN NATIONAL RED CROSS

MISCELLANEOUS
INTERNATIONAL JOINT COMMISSION
U. S. INTERDEPARTMENTAL SOCIAL HYGIENE BOARD
INTERNATIONAL BOUNDARY COMMISSIONS
INTER-AMERICAN HIGH COMMISSION
U. S. GEOGRAPHIC BOARD
BOARD OF SURVEYS AND MAPS
COMMISSION OF FINE ARTS
ARLINGTON MEMORIAL AMPHITHEATER
NATIONAL HOMES VOLUNTEER SOLDIERS
SOLDIERS' HOME - REGULAR ARMY
BOARD OF ROAD COMMISSIONERS, ALASKA
COMMISSION ON NAVY YARDS AND STATIONS
BOARD OF INDIAN COMMISSIONERS
THE DISTRICT OF COLUMBIA.

COMPILED BY W I SWANTON, U S. RECLAMATION SERVICE, MARCH 1922

CHAPTER III

THE EXECUTIVE DEPARTMENT

Who Executes the Laws?—The Executive Department of the Federal Government consists of the President of the United States, his Cabinet, and all officers everywhere who are appointed to see that the laws of this country are obeyed. The President is the Chief Executive of the nation. To advise and help him he selects a number of assistants called his Cabinet.

As Chief Executive the President must see that the laws made by Congress are carried out or enforced. When he learns that any person is not obeying the laws, he must send the proper officer to make the individual obey. If the President himself does not do his duty, he may be *impeached* by the House of Representatives and removed from office by the Senate.

Duties of the President.—The President is also Commander-in-Chief of the Army and Navy. This does not mean that he must go into battles and lead the soldiers unless he thinks best. It means that he gives orders to all the generals and commanders, and they must do as he directs.

He can pardon men who have been sent to prison by the courts for some crime against the United States. This means that if he finds that there has been some mistake and that the prisoners ought to be free, he can order them to be released.

He can appoint men to make treaties with other countries. Before any treaty can become a law, it must be sent

to the Senate and be approved by two-thirds of the Senators who are present provided there is a quorum.

The President appoints ambassadors, ministers, and consuls to represent the United States in foreign countries. He also appoints the judges of the Supreme Court, many postmasters, and nearly all important United States officers. The men he selects must be approved by the Senate, except in special cases. The men who assist the President directly in his own work are appointed by him alone.

The President represents this country in its relations with other countries.

He sends messages to Congress at the beginning of every session and at other times when he thinks proper. In these messages he gives Congress information about the affairs of the country and tells what kind of laws he thinks ought to be made.

Who May Be President.—The President must be a native-born citizen of the United States, that is, he must have been born in this country. He must be at least thirty-five years of age and must have lived in the United States for fourteen years.

Term of Office.—The President is elected for a term of four years. The people may reëlect him, and many Presidents have held office for two terms. No President, however, has ever served for more than two terms.

Vacancies.—If the President dies, is removed from office, or for some other reason cannot perform the duties of President, the Vice-President takes his place and becomes President. If the Vice-President also dies or cannot perform his duties, the duties of Acting President are performed by the Secretary of State. In case of further vacancies these duties are performed by other Cabinet officers in the following order: Secretary of the Treasury; Secretary of War; Attorney-General; Postmaster-General; Secretary of the Navy; Secretary of the Interior.

Salaries of the President and the Vice-President.—The President receives a salary of $75,000 a year, with a further allowance of $25,000 for traveling expenses, and has the use of a house which is owned and furnished by the Government. This house is in the city of Washington. It is

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THE WHITE HOUSE

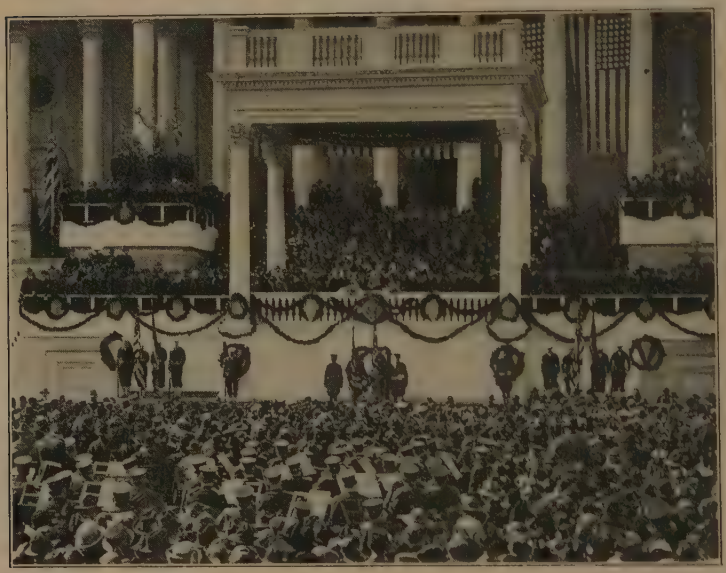
The extension in the foreground contains the President's executive offices. The building seen in the distance at the left is the State, War, and Navy Building, which formerly housed these three Departments of the Government.

called the Executive Mansion or the "White House." The Vice-President receives a salary of $15,000.

Inauguration Day.—On the 4th day of March following his election, the President of the United States is *inaugurated,* that is, he assumes the office of Chief Executive of the nation. This day is known as Inauguration Day. Elaborate exercises are held on this day at the nation's capital, the city of Washington.

Every President must take the following oath, as required by the Constitution:

I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will, to the best of my ability, preserve, protect, and defend the Constitution of the United States.



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THE INAUGURATION OF WARREN G. HARDING, MARCH 4, 1921

The President is reading his inaugural address from a special stand built on the steps of the Capitol.

The first Wednesday in March, 1789, was fixed by Congress as the beginning of the new Government under the Constitution. It happened to fall on the 4th day of the month. Accordingly, since Washington's inauguration, which was the first one, every President has begun his term of office on March 4th.

The Cabinet.—With the approval of the Senate, the President selects ten men to be the heads of the great Government Departments to assist him and give him advice. These men are responsible directly to the President. He calls them together at the Executive Mansion whenever he sees fit. At these meetings he hears their opinions, but he

Photograph from Paul Thompson

THE UNITED STATES TREASURY BUILDING, WASHINGTON

is free to agree or to disagree with them and to act as he thinks best. The duties of the Cabinet officers are described in the following paragraphs:

The Secretary of State.—The Secretary of State, head of the Department of State, transacts all business with foreign countries and has charge of our diplomatic and consular services. He also takes care of the original copies of all the laws and treaties of the United States. He is usually the most important member of the Cabinet.

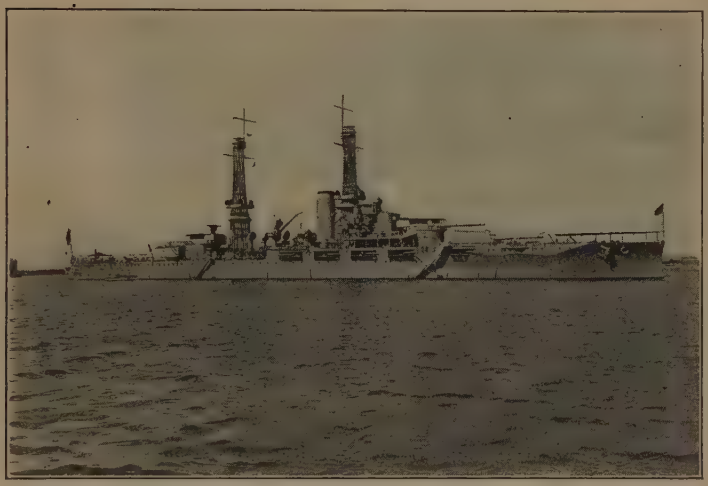
Photograph by Paul Thompson

REVIEW OF THE CADETS OF THE UNITED STATES MILITARY ACADEMY AT WEST POINT BY GENERAL PERSHING AND SECRETARY OF WAR BAKER

The Secretary of the Treasury.—The Secretary of the Treasury, head of the Department of the Treasury, has charge of the collection of all United States taxes and revenues and has the general management of the nation's money affairs. He gives orders for the payment of all money voted by Congress. Once a year he makes a report to that body telling how much money the Government has received and spent and how much the Government will probably receive and spend in the following year.

The Secretary of War.—The Secretary of War, head of the Department of War, has charge of the military affairs of the Government. He has oversight of the United States Military Academy at West Point, New York. The Secretary of War need not be, and generally is not, a professional soldier.

Secretary of the Navy.—The Secretary of the Navy, head of the Department of the Navy, has charge of the construction of war vessels and their equipment and use. He need not be in the naval service.



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THE UNITED STATES BATTLESHIP "OKLAHOMA"

Attorney-General.—The Attorney-General, head of the Department of Justice, is the one to give advice to the President about questions of law. He also takes care of the interests of the United States whenever the Government has a case before the United States courts. He is the chief lawyer for the Government.

Postmaster-General.—The Postmaster-General, head of the Post Office Department, manages the affairs of all post offices and makes postal treaties with foreign countries.

Secretary of the Interior.—The Secretary of the Interior, head of the Department of the Interior, and the commissioners associated with him have charge of the public lands and reclamation, the collection of information and statistics about mining and education, pension and patent business, and Indian affairs.

Secretary of Agriculture.—The Secretary of Agriculture is the head of the very valuable and important Department of Agriculture. Practically all of the work is carried

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PRESIDENT HARDING'S FIRST CABINET

President Harding is seated at the head of the table; at the other end is Vice-President Calvin Coolidge. At the rear of the table are, from left to right: Andrew W. Mellon, Secretary of the Treasury; Harry Daugherty, Attorney-General; Edwin Denby, Secretary of the Navy; Henry C. Wallace, Secretary of Agriculture; James J. Davis, Secretary of Labor. In front of the table are, from left to right: Charles E. Hughes, Secretary of State; John W. Weeks, Secretary of War; Will H. Hays, Postmaster-General; Albert B. Fall, Secretary of the Interior; Herbert C. Hoover, Secretary of Commerce.

on through bureaus. The Department collects and publishes the latest information on the subject of agriculture. Most of its publications may be had without charge.

The United States Weather Bureau takes observations day and night all over the country and sends out notices by telegraph and other signals of all weather conditions and changes both on land and on the water. Weather predictions are published daily for the benefit of the people. In this way farmers are given a chance to protect their crops against expected changes. Nearly every other kind of business is benefited by the Weather Bureau service.

Through the Bureau of Animal Industry diseases of domestic animals are investigated and stamped out. Most of the meat produced in this country must be passed by the Bureau's inspectors before it may be sold to the public. The Bureau also gives information about dairy farming.

The Forest Service, another one of the bureaus, saves great wealth to the nation. Our country's forests have been wasted. This has meant loss of valuable timber and has also increased the danger of floods. The Forest Service conducts investigations and advises in the protection and management of forests and their use. It also furnishes many valuable publications free of charge.

The Bureau of Chemistry prevents the sale or transportation of impure, falsely labeled, poisonous, or injurious foods, drugs, and medicines from one state to another or from other countries. The Bureau also improves ways of preserving fruit juices and of packing, shipping, and handling poultry, eggs, fish, and other foodstuffs.

Other bureaus of the Department of Agriculture are interested in studies of the soil in all parts of the country. Farmers are informed how to increase the fertility of the soil. The National Government coöperates with the State Departments of Agriculture. Experts carefully study insects that are harmful to plants, animals, and human

beings. Steps are then taken to destroy these insects. The Department is always ready to serve the public.

Secretary of Commerce.—The Secretary of Commerce, head of the Department of Commerce, endeavors to promote the commercial, manufacturing, mining, and transportation interests of the people of the United States. The Census Bureau is a part of this Department. This Bureau

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INSPECTION ROOM OF THE ELLIS ISLAND IMMIGRATION STATION, NEW YORK

takes a census of the United States every ten years and collects such statistics as are required by Congress.

Secretary of Labor.—The Secretary of Labor, head of the Department of Labor, works to "foster, promote, and develop the welfare of the wage-earners of the United States, to improve their working conditions, and to advance their opportunities for profitable employment." He does this mainly by securing and publishing information regarding the conditions under which laborers live and work

and all other matters that affect them. The Department of Labor also includes the Bureau of Immigration, which has oversight over immigrants and foreigners living in this country. The Department also includes the Bureau of Naturalization, which has charge of the work of conferring citizenship upon people born in other countries. The Chil-

Photograph by Paul Thompson

IMMIGRANT INSPECTION AT ELLIS ISLAND

dren's Bureau, which deals with problems of child labor and welfare, is a part of the Department of Labor.

Impeachment.—In case the President of the United States or any other man who holds a United States office is accused of not doing his duty, the House of Representatives may inquire into the complaints against him. If the House of Representatives thinks he ought to be removed from office, it may make complaint against him and he must be tried. This is called *impeaching* the office holder.

Members of Congress themselves cannot be impeached. The Senate tries the cases of those impeached by the House of Representatives. If the President of the United States is tried, the Chief Justice of the United States Supreme Court presides at the trial. If two-thirds of the Senators who try the case vote against the officer, he must lose his office. He may never again hold a United States office.

Word Drill

executive	**individual**	**cabinet**
pardon	**treaty**	**ambassador**
consul	**postmaster**	**message**
information	**secretary**	**inauguration**
department	**revenue**	**military**
academy	**navy**	**statistics**
predictions	**commercial**	**transportation**
census	**employment**	**impeachment**
federal	**fertility**	**citizenship**

Review Exercises

1. What is the Executive Department for?
2. Who is at the head of this Department?
3. What are some of the President's duties?
4. For how long is he elected?
5. Can you become President? Give reasons. Can your children become President?
6. How is the President elected? The Vice-President?
7. What are the duties of the Vice-President?
8. When does a new President take office?
9. What do we call that day?
10. Who assists and advises the President?
11. What are the duties of the different Cabinet officers?
12. What is meant by impeachment?
13. Who is President now?
14. Who served before him?
15. How many Presidents have we had?
16. Who was the first one?

CHAPTER IV

THE JUDICIAL DEPARTMENT

United States Courts.—The Judicial Department of the United States Government consists of three classes of regular courts and two special courts. The judges of all these courts are appointed by the President with the consent of the Senate. They hold office during good behavior, which generally means for life, or as long as they are physically able to perform their duties as judges, unless they resign of their own desire.

The Supreme Court.—The Supreme Court of the United States is the highest court in the country. Its decisions are final and must be respected by all the people in the United States. In case of dispute this Court decides what is the meaning of laws that have been made by Congress. It also decides whether or not Congress had the right to make a particular law. In case it decides that Congress had no right to pass such a law, then that law becomes void and cannot be enforced. Many cases are brought to it on appeal from the state courts. Thus it is at the head of the whole judicial system of the United States.

This Court consists of a Chief Justice and eight associate justices.

Circuit Courts of Appeals.—The United States is divided into nine judicial circuits or districts. One justice of the Supreme Court holds court in each circuit and is assisted by from two to five circuit judges, according to the number of cases to be tried. They hear cases that are appealed to them from the district courts.

District Courts.—Each circuit is divided into districts. In each district a judge who resides there is appointed to preside over a district court.

Special Courts.—It is a principle of government that a nation cannot properly be sued by its own citizens. But citizens often have claims against the Government that

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THE SUPREME COURT OF THE UNITED STATES

Seated, left to right: Justice William R. Day, Justice Joseph McKenna, Chief Justice William H. Taft (twenty-seventh President of the United States), Justice Oliver W. Holmes, Justice Willis Van Devanter. Standing, left to right: Justice Louis D. Brandeis, Justice Mahlon Pitney, Justice James C. McReynolds, Justice John H. Clarke.

need to be examined by some court before they can be settled. In order to settle such cases Congress has created a special court called the Court of Claims. This Court consists of a Chief Judge and four other judges. They are in session in the city of Washington for several months each year.

The other special court is the Court of Customs Appeals

which settles all disputes about the meaning of the tariff laws and the way they are enforced.

Trial by Jury.—All persons arrested for crime, except United States officeholders, who are impeached, as you have learned, have the right to a speedy and public trial by an impartial jury in the state in which the crime was committed.

Word Drill

regular	**special**	**appointed**
behavior	**supreme**	**decision**
dispute	**particular**	**associate**
circuit	**appeal**	**customs**

Review Exercises

1. What is the Judicial Department for?
2. What is the highest court in the land?
3. Where does this court meet?
4. What is the chief business of the United States Supreme Court?
5. For how long do United States court judges serve?
6. Is this a good plan? Why?
7. What is trial by jury?

CHAPTER V

STATE AND LOCAL GOVERNMENT

Relation of the State to the Nation.—In some countries of Europe the nation is divided into provinces or districts. This makes it easier for the Government to enforce its laws and manage public affairs. The officers know just what they are to do and where they are to do it.

This is not at all the reason why the United States is divided into states. In fact, we ought not to say that the United States is *divided.* The truth is that the states are *united* to form the Union. The states are older than the nation. Before they formed the Union, each state was a little nation by itself. After the states became independent of Great Britain, all the power was in the hands of the people themselves. The people managed all their public affairs in the states. Then they saw that there were many things that could be done better if they had a National Government or Union of all the states. So the people formed the Union and said: "We will have our President, our Congress, and our Supreme Court do certain things for us because these things are for the good of us all."

The Constitution tells what these things are. The National Government and no one else has the right and power to do them, because the people say so.

The people also said: "We will not give the National Government the right to manage the affairs that concern alike only the people living in the different states. The affairs that concern each state shall be managed by the people of that state alone." Neither the National Govern-

ment nor any other state can interfere in the state and local affairs of our state. Every other state has the same relation to the National Government that our state has.

Each of the forty-eight states has its own constitution and makes its own laws. These state constitutions and state laws must not be in conflict with the Federal Constitution and the national laws. That would make trouble. But so long as the National Government and the state governments do just what the people have given each the right to do under the Constitution, each manages its own affairs without any interference from the others.

One thing should never be forgotten in America, that is, that the people govern themselves. They tell their state government and the National Government just what each can do. If their government does not suit them, the people can change it. If their officers do not suit them, the people can choose new officers at the next election.

The Rights of the State.—All our purely local public affairs concern only ourselves and are cared for by our own State government. Our religious rights and privileges; our schools and every means of education; the right to vote; the laws about marriage and the rights of parents and children; laws about local business, collecting debts, exchanging property, protecting the lives and property of the people at home, punishing common crimes; in fact, nearly everything that concerns the welfare of the people at home and does not concern the people in other states and countries is the business of our State. The State makes laws to care for all these things.

What the States Cannot Do.—When studying the Constitution, we discover that some things are forbidden to the states. For example, the states cannot make wars and settle wars. They cannot coin money, or make rules for trade between the states themselves or with foreign countries. They cannot put a tax on goods brought from other

countries. In short, they cannot make laws that affect people in other states. Such laws must be made and enforced by the Nation for the safety and good of all.

Interstate Commerce.—The railroads in the United States carry goods from one state into another and often across many states. Their business concerns the people of the whole country. This gives Congress the right to say that the railroads must treat the people in all the states alike.

Men who carried on small businesses and had few goods for the railroads to carry complained that they had to pay more to get their goods carried than the men who had larger businesses. This was unfair. The rich man could drive the poor man out of business, and when he had all the business, then he could charge the public high prices for his goods.

In 1887 Congress passed a law which said that commissioners should be appointed to see that all charges for carrying passengers and freight are reasonable and just and that all shippers are treated alike. These commissioners form the Interstate Commerce Commission, with headquarters in Washington.

State Constitutions.—We have seen that the United States has a Federal Constitution which tells what kind of laws Congress shall make and what kind of National Government the people shall have. Since the states have governments of their own to manage their state affairs, it is just as necessary that each should have a state constitution to tell what kind of laws the state legislature shall make and what kind of government the state shall have.

The state constitutions have been made by the people themselves. All of the people of a state could not meet together in one place, so they chose delegates to represent them and act for them. These delegates held a convention and made the kind of constitution they thought the people

wanted. Then the people of the state held an election to decide whether or not they would accept the constitution. If a majority of the voters were in favor of it, the constitution became the fundamental law of the state. If a majority of the people should vote against it, another constitution would have to be made. Every constitution tells how it can be changed and how additions can be made to it.

Courtesy of George B. Post & Sons

THE STATE CAPITOL OF WISCONSIN AT MADISON

These changes and additions are called amendments, like the changes in the Constitution of the United States. In nearly all states they are voted on by the people.

How the States Are Divided.—States are divided into counties, and counties are divided, for the purposes of local government, into cities, towns, villages, townships, and other subdivisions. Cities and large towns are divided into wards, districts, or boroughs. Each of these sub-

divisions of the state has officers or representatives of its own to attend to its local affairs.

Who Can Vote.—Not all the people have the right to vote. Men and women over twenty-one years of age have the right on certain conditions. In the first place they must be citizens of the United States. In some states, as in Massachusetts, Connecticut, and New York, they must know how to read. They must have lived a certain time in a state and town or district before they can vote there. The law of each state tells how long this must be.

State Government.—The government of every state, just like that of the United States, has three branches: the legislative, the executive, and the judicial.

The State Legislature.—The state legislatures, like the national Congress, are each composed of two houses, a Senate and a House of Representatives. In some states the legislature or part of it has a special name. For example, in Massachusetts it is called the General Court, and in Connecticut it is called the General Assembly. In New York State the lower house of the legislature is called the Assembly. The members of the legislature are chosen by the direct vote of the people. They make state laws in much the same way that national laws are made by Congress. Most of the work of legislation is done through committees. The legislature meets in the State House or Capitol in the capital city of each state. What is the capital of our State?

State Officers.—The Governor is the head of the executive department and is the highest officer in the state. He is elected by the direct vote of the people and therefore represents the people. His chief duty is to see that the laws of the state are enforced and obeyed. He sends messages to the legislature recommending laws that he thinks ought to be made. The Governor approves or vetoes bills passed by the legislature. He is Commander-in-Chief

of the state militia or National Guard except when they are in the service of the National Government. Just as the President of the United States has the power to pardon persons convicted of crimes against the United States, so the Governor can pardon a man in his state who has been unjustly sent to prison for violation of the state law.

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THE HOUSE OF REPRESENTATIVES OF THE GENERAL ASSEMBLY OF ILLINOIS IN SESSION IN THE STATE CAPITOL AT SPRINGFIELD

The Lieutenant-Governor is the presiding officer of the Senate, and he becomes Governor in case the Governor dies or is unable to perform his duties.

The Secretary of State has charge of all state records and the original copies of all laws.

The State Treasurer takes care of all state funds and keeps an account of what is received and paid out.

Most states have an Attorney-General who gives advice to the Governor about questions of law and has charge of all state cases in the Supreme Court of the United States.

State Courts.—The Judicial Department of each state consists of a Supreme Court and many lower courts. These try state cases in about the same way that United States courts try national cases.

Local Officers.—The chief officers to look after the affairs of a township or town, especially in New England, are the *selectmen.* In some states they are called *trustees* or *supervisors,* in others, the *town council.* Their main duties are to represent the township or town in all its business transactions. They generally have the care of highways and public property, make up the list of the jurors, and attend to the town's law suits.

The *town clerk* keeps a record of all the votes passed in town meeting, administers the oath of office to all other town officers; issues marriage licenses; records births, marriages, and deaths; licenses dogs; and keeps a record of deeds and mortgages.

The *assessors* find out the value of every person's property and make a list showing how much tax each one must pay.

The *tax collector* collects all the money due for taxes. If any person does not pay his tax, the collector can sell his property. He will then take the amount of the tax and the expense of selling the property out of what he receives from the sale and pay what is left to the owner.

The *town treasurer* takes care of all the town's money and pays the town's expenses when ordered to do so by the selectmen or other officers who have the right to issue such orders. Once a year he must make a report showing how much money he has received and what he has done with it.

The *overseer of the poor* sees that residents of the town who are too poor to take care of themselves are cared for at the town's expense.

The *constables* keep order on the streets and in public places and arrest people who are accused of crime. They serve warrants and summon witnesses and jurors when they are needed in the courts.

The *school committee* has the general oversight of the schools of the town. In some places these committees are called school directors, school trustees, boards of education, or commissioners of education. In some states there are county commissioners of schools to direct the management

A State Agricultural College

This is the group of dairy farm buildings at the Iowa State College of Agriculture at Ames, Iowa.

of school affairs. The committee cares for the school houses and school property; it arranges courses of study and selects text-books to be used in the schools; it examines, hires, and dismisses the teachers. In most cases the school committee employs a *superintendent of schools* to perform some of these duties for it and to have the active management of the schools.

Town Meetings.—In a number of towns in New England all the voters meet at least once a year to hold a "town

meeting." Instead of making their local laws through representatives, they do it themselves. This is real self-government, but it is possible only in the smaller communities. The business of this meeting is very important, and every voter should attend. Reports are heard from the town officers of the past year. The town officers for the next year are elected by vote. A tax is voted to pay the expenses of the coming year. Any other important town business may be transacted, provided it has been mentioned in the notice of the meeting. In this way the voters may know beforehand what is to come up for action and have time to form their opinions before voting.

The Caucus.—In many places the voters of each political party meet in a *caucus* to select the men who are to be voted for on election day. Every voter should attend his party caucus in order to help select good men. The voter must first see that his own name is on the list of those who have a right to take part in the caucus. Nowhere else can he do a greater service for the cause of good local government than by working for what he believes is right in the caucus.

Primary Elections.—In many of the states *primary,* or first, elections are held instead of caucuses for the purpose of giving the voters of each party an opportunity to select the candidates to be voted for on election day for mayor, governor, and other public officials. A primary election is really a special kind of caucus for selecting candidates to represent the different political parties. On the real or final election day the voters choose which of these candidates they will vote for, and in this way they elect those who are to hold office.

The different states have different methods of carrying on primary elections. In general, a person may be nominated for an office by securing a certain number of signatures of voters to a nominating petition. The law tells

how many this number shall be. The candidate's name is then placed on the ballot of his party. At the primary election the voters at the polls record on these ballots their choices. The candidate for a certain office who receives the largest number of votes becomes the *nominee* or candidate of his party for that particular office.

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A Consolidated Rural School Bus

In many parts of the country local school authorities are consolidating groups of small rural schools into large, modern, well equipped schools located in central villages. Motor buses convey the children to and from school. The picture shows a consolidated rural school bus in Cumberland County, New Jersey.

It is very important for voters to take part in the primary elections. Only those who are *registered* as belonging to a certain party are allowed to vote for the candidates of that party. Where there is no primary election, a small group of men representing each party often pick the candidates for whom the people shall vote.

The Initiative, Referendum, and Recall.—In many parts of our country the people have recently adopted certain new plans which they believe will help them to have the kind of laws and public officials that they desire.

One plan is known as the *initiative.* This means the right of the people to *initiate* legislation or to take the first steps in making laws. When a certain specified number of the voters of a state sign a petition asking their legislature to pass a law that they desire, the legislature must take some action either for or against the desired law. In some states the people may also initiate amendments to the state constitution.

The *referendum* provides that when any law has been passed by a legislature, if a certain specified number of voters sign a petition asking that the new law be *referred* to the people, it must be sent to the voters for their approval or rejection. It cannot become a law until the voters have approved it.

The *recall* gives the voters under certain conditions the right to vote to recall or dismiss from office a lawmaker or official who fails to perform his duties in a way that is satisfactory to the people.

In several states the people have adopted these and other methods of exercising more direct control over public officials.

The County Sheriff.—The chief executive officer of the county is the *sheriff.* He does for the county what the constable does for the town. Besides he has other important duties. He attends court and keeps order; arrests murderers and other criminals and takes them to court, and sees that the sentences of the courts are carried out. The sheriff appoints a number of deputies to assist him. In case of special need, he can call upon any citizen to give him aid, and he even has the right to call upon the Governor to send soldiers to help him to preserve order.

Word Drill

national	**interfere**	**welfare**
foreign	**business**	**commissioner**
convention	**majority**	**capital**
capitol	**pardon**	**property**
caucus	**constable**	**deputy**
primary	**candidate**	**signature**
nominee	**register**	**petition**
initiative	**referendum**	**recall**
dismiss	**approval**	**satisfactory**
Federal	**marriage**	**interstate**
license	**deed**	**mortgage**

Review Exercises

1. How many states are there in the United States?
2. Upon what is every state government based?
3. Name some of the things a state government cannot do.
4. What is the Interstate Commerce Commission?
5. How is a state divided? For what purposes?
6. What are the qualifications of a voter in our state?
7. Who makes the laws in our state?
8. Of what is our state legislature composed?
9. What are the members called? How are they elected? For how long?
10. Who is at the head of the Executive Department of our state? What is his name? Where is his office?
11. What are some of the Governor's duties?
12. Can you name some other state officers?
13. Who looks after the business of our town?
14. Who are some other town officers? What are their duties?
15. Where will you find the town officers?
16. What is a town meeting? A caucus?
17. In what county do you reside?
18. Who is at the head of the county government?
19. Into how many counties is our state divided? Name some.
20. Does our state have primary elections?
21. Explain the primary election and tell what you think of this method of selecting candidates for public offices.
22. What is meant by the *initiative? Referendum? Recall?*
23. What are the duties of the sheriff?

CHAPTER VI

CITY OR MUNICIPAL GOVERNMENT

General Plan.—The general plan of a city government is like that of a state. It has a special kind of constitution called a *charter*. Its government is also divided into three departments—legislative, executive, and judicial.

The Charter.—The legislature of the state grants the city permission to organize a government by means of a charter. This is a written document which gives the city the right to manage its local affairs and tells what sort of local government it shall have. It names certain special things that the city can do for itself and other things that the city must not do.

The City Legislature.—The city legislature is called the City Council or the Board of Aldermen. Sometimes this body of men is divided into two parts like the two houses of the state legislature, but in most cities they all meet as one Council. The members are elected by the voters of the districts, or *wards,* into which the city is divided. The laws passed by this body for the city are called *ordinances.* They are simply local rules about such public matters as the erection of buildings, the digging of sewers, the prevention of fires, the checking of contagious diseases, and the peace and safety of the people. City ordinances must not conflict with the laws of the state or the Nation.

The Mayor.—The head officer of the executive department of a city is the Mayor, corresponding to the Governor of the state. The Mayor is elected by the voters of the city and represents all the people in his city. It is his duty

to see that the laws are enforced. He appoints to assist him a number of department heads, such as a street-cleaning commissioner, health commissioner, police commissioner, fire chief, and others. The Mayor sees to it that all officers who are under his authority do their duties.

Courtesy of the Detroit Board of Commerce

THE CITY HALL OF DETROIT, MICHIGAN

He gives advice to the City Council and tells them what kind of ordinances he thinks should be made. The Mayor can veto ordinances passed by the City Council that he thinks are unfair or unnecessary. Each city has a City Hall, in which the city officials have their offices and in which the city legislature meets.

The Fire Department.—Every city must have a large number of men whose business it is to put out fires and save houses and property from being burned. These men must live in stations located in all parts of the city. They have ladders, hose, wagons, engines, and other apparatus needed for their work, and motor trucks or strong and swift horses to take them and their apparatus to any place

Photograph from Keystone View Company

FIREMEN AT WORK

Fire prevention is much better than fire protection. Everyone should use every possible care to prevent fires.

where there is a fire. If their alarm bell rings at any hour of the day or night, they must hurry to the place where they are wanted.

The Police Department.—The policemen of a city are like a small army. They have their chief, or commander, and are divided into groups under captains and other officers. Most of the time, however, they do their duties singly. They must keep order, protect persons and property, direct traffic on busy streets and corners, and arrest those who

make a disturbance or commit crimes. The police prevent accidents and give help whenever needed. All good citizens should obey and help the police.

The Health Department.—The Department of Health is very important. It is the business of the health officers to examine the city's water supply and see that it is pure.

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A Traffic Policeman

One of the important duties of the police is the regulation of traffic on crowded city streets. The picture shows a corner on Michigan Boulevard, Chicago, passed by forty thousand automobiles daily.

They inspect everything that might cause disease, and they punish men who sell impure milk or food. They should also see that people do not live in tenements that are likely to cause illness and that too many people do not crowd together in one home. The health officers also look after the children in school. People who become ill and have diseases not only suffer themselves, but they often cause

others to suffer or take the diseases. For this reason the people have a right to say that everybody must obey the rules of the health officers and do what they can to prevent disease.

The School Department.—The Department of Education is a group of men and women, known as the Board of Education or the School Committee, who see that the city has good schools and that all have the privilege of getting an education. The law in most cities says that children must go to school whether they wish to or not. This is right, because if children do not learn how to earn their own living and take care of themselves, other people will have to support them. Uneducated people, too, break many laws and cannot be as useful citizens as those who are educated.

Other Departments.—There are many other departments in a large city government, each having charge of one kind of public work. It is wise to have one group give all their time to the work of one department, for then they learn to do it well and can give it careful attention.

The Street Department takes care of the streets. The Charity Department takes care of the people who cannot care for themselves. Other men look after public libraries to supply the people with good books; others have charge of parks and playgrounds, which add much to the health and happiness of children and their parents; and there are still others with special duties, for a great city must have many things done by the officers of its government.

Commission Form of City Government.—Recently a new form of city government has been introduced in this country. In 1900, after the dreadful flood that almost destroyed everything in the city of Galveston, Texas, the affairs of the city were reorganized under a committee, or *commission,* of its business men. This arrangement proved so successful that the city never returned to the old form

of government. Its method of running the city's business has since become a model for many other places, large and small.

Under the commission form of government the business of a city is carried on by a very small commission instead of by a mayor and a large council or board of aldermen. The members of the commission are elected by the voters

Courtesy of Community Service, Inc.

A Municipal Playground at Bethlehem, Pennsylvania

for a long term of years because of their ability to serve the public. One of the group acts as the president or head of the commission and in most cases also serves as Mayor of the city. He presides at the meetings of the commission but has little more authority than any other commissioner.

Some cities pay large salaries to their commissioners, thereby requiring them to devote all of their time to their official duties. Other cities do not have this arrangement.

The work of looking after the city's business is divided among the members of the commission. In most cases each commissioner is put in charge of one of the main departments of the city's government. In this way there is a Commissioner of Public Safety, a Commissioner of Streets and Public Improvements, and so on. Each commissioner appoints his necessary assistants. Under such an arrangement each commissioner may be held responsible for the

Courtesy of the Municipal Supply Company

STREET FLUSHING IN SOUTH BEND, INDIANA

Clean streets are essential to health and comfort. Everyone should avoid throwing litter of any sort into the street.

work of his particular department. Many cities in the State of New Jersey, for example, have adopted the commission form of government with five departments: Public Affairs, Public Safety, Public Property, Streets and Improvements, and Finance.

At the present time about four hundred cities and towns in the United States have some form of commission government, and the number is increasing. Those who favor this type of municipal government believe that it does

away with party politics and graft. Too much power is not left in the hands of one person. It is also much easier to carry on the city's affairs under the commission form of government.

City Managers.—Another new form of city government provides for the management of a city's affairs in the same way that a modern business corporation runs its business. The council members or commissioners under this arrangement do not give all of their time to their official duties but hire a *city manager,* usually an expert in administration. This manager devotes all of his time to the work of directing the business of the city. He need not necessarily be selected from among the residents of the city.

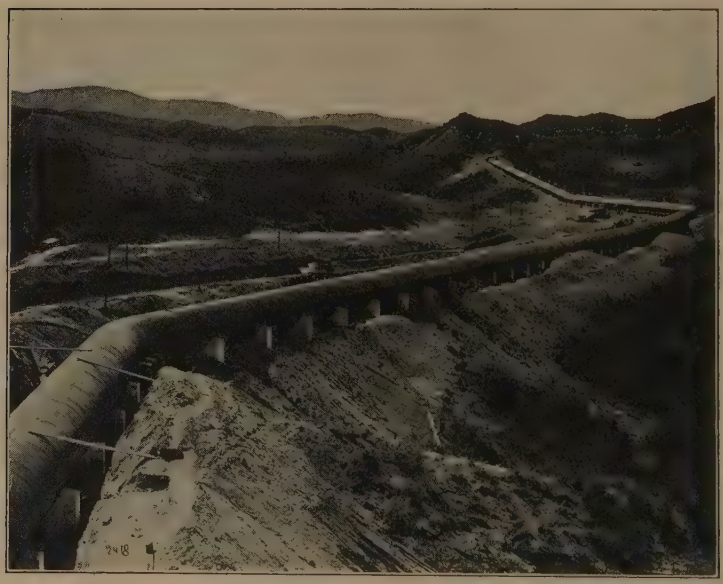
The city commission or the council does not interfere with the work of the city manager, but he is directly responsible to the body that engaged his services for the management of the city's affairs. He may be removed at any time.

The city manager appoints and removes the heads and employees of all the city departments, with certain exceptions fixed by the commission.

The commission-manager form of government is not yet very common, but it appears to be a good business arrangement for securing efficiency, and it has generally worked well where it has been tried. Mere political appointees without training or experience are not likely to be put in charge of important public affairs. Experts are chosen to manage the city's business. Where there is a city manager, responsibility is fixed upon one person who will do his best to make his administration successful.

In local town and city affairs, such as the management of schools, the police, the streets, taxes, health, and many others, there ought to be no party politics. We need the best men and women to do the public work. The welfare of all the people is the thing to work and vote for.

Franchises.—In most cities there are some kinds of public services that the city allows private persons or companies to do for the people. Lighting the streets, furnishing gas and water, and running the street cars are examples. Before a company can do work of this kind, it must get a *franchise* from the city. A franchise is a written permis-



AQUEDUCT OF THE WATER SUPPLY SYSTEM OF LOS ANGELES, CALIFORNIA

This great system brings mountain water from the Sierra Nevada Mountains, a distance of 260 miles, by canal, tunnel, and siphon, in quantities sufficient to supply a city of 2,000,000 inhabitants.

sion given by the city legislature telling what the company has a right to do and for how long it can do it. It also provides that the company must carry on its work in such a way as to render good service to the people.

Municipal Ownership.—Sometimes companies obtain franchises from the city and then treat the people unfairly.

They may not do the best they can to serve the people, or they may charge too much for what they do. This causes a great many people to say that the city ought to own and manage its own street cars, waterworks, lighting plants, and everything that is for the good of all. Some cities are already making the experiment of doing these things for themselves. It is a great problem. Neither private companies nor municipal ownership will satisfy

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MUNICIPAL BRIDGES AT PITTSBURGH, PENNSYLVANIA

the people unless the men who have charge of the work are honest, competent, and willing to serve the public as well as themselves. When all the people are well enough educated to understand the problem, they can decide which way is the better one.

Every one should educate himself for his duties as a voter and then help to see that only the best men have charge of public affairs and public offices. Then this problem and all other public questions can be settled in the best way.

Word Drill

charter	**manager**	**council**
ordinance	**document**	**contagious**
station	**health**	**captain**
disturbance	**charity**	**disease**
attention	**ownership**	**franchise**
municipal	**assistant**	**responsible**
commission	**appoint**	**expert**

Review Exercises

1. What is the fundamental law of a city?
2. Who grants this charter?
3. How many divisions are there in our city government?
4. What are they?
5. Who is at the head of our city government?
6. What is his name? Where is his office?
7. Who makes the laws (ordinances) of our city?
8. Can you name a few city ordinances?
9. How is the Mayor elected? For how long?
10. What are his duties?
11. Can you name some city departments?
12. What is the business of each?
13. Who is at the head of our schools?
14. What is a franchise? Who grants it?
15. Which do you think is better, municipal or private ownership? Why?
16. Tell what you can of the commission form of city or town government.
17. Is it a good arrangement? Why?
18. Explain the city-manager plan of government.

CHAPTER VII

POLITICAL PARTIES

Origin of Parties.—The Constitution says that Congress shall have power to make all laws that shall be necessary and proper for carrying out its own powers and the powers of the Government. Immediately after the organization of our Government men began to disagree over the questions: "What laws are necessary?" "What laws should Congress make?" They said: "This clause of the Constitution is elastic. It means few laws or many laws according to the way one stretches it." Alexander Hamilton, the Secretary of the Treasury in Washington's Cabinet, wanted to have the National Government made very strong. He said that Congress ought to make such laws as it thought best for the good of all the people, except on such subjects as the Constitution said Congress could not make them. Thomas Jefferson, the Secretary of State, thought that the states and the people at home should rule themselves as much as possible. He did not want Congress to make any laws except those that the Constitution plainly told it to make. Where the people control the government of a country, there must be differences of opinion.

Political parties in the United States were formed during Washington's administration. The people who agreed with Hamilton called themselves Federalists. Those who agreed with Jefferson called themselves Republicans. Later the followers of Jefferson took the name of Democrats, and the believers in a strong central Government called themselves Republicans.

After Washington retired from the Presidency, these two parties tried to see which could get the larger number of votes and elect the most men to office who thought as they did. Since that time there have been two great political parties most of the time. Much of the time there have been a number of smaller parties composed of men who did not agree with either of the great parties. Any group of men who want some change in the way public affairs are managed or some new law passed, or who desire to elect certain men to public office, may form a new party and work for what they want. In every government in which the people have some share or part, there you will find political parties.

Principles of the Different Parties.—In many of their beliefs all the great parties and most of the small ones are alike. They agree in their love of and loyalty to the land that is their home. They agree that their lawmakers and officers should do everything in their power to make it possible for everyone to enjoy peace, safety, protection of property, the rewards of labor, and the blessings of education, justice, and liberty. They differ in their opinions as to the best kind of laws to secure some of these things that they all love. They disagree especially about the kind of laws that will help to make business and trade successful and give men plenty of work and good wages.

For instance, the leading men in the Republican Party believe that a protective tariff helps manufacturers to make and sell more goods and thus makes more work and better wages for laborers. The leading men in the Democratic Party also believe in a tariff, but they say that the taxes, or duties, that the Republicans want are too high, and that the main object of the tariff should be to get money to pay the expenses of the Government.

The Socialists wish to have laws that will prevent competition between business men or between workmen. They

want men to coöperate. They think that all the property and the means used for the production and distribution of wealth should be owned by all the working people collectively, not by individuals or groups of individuals, as they now are.

Of course, there are many other things about which the parties do not think alike. Even men in the same party do not all agree about some things. Then, too, questions about which the parties disagree one year may be settled the next year, but there will always be new questions to settle. The only way to know just what each party wants to do is to read and study what the leaders of the parties say in their speeches and what they say and do in their political conventions and elsewhere. It is very important for the people to study the parties and learn what they want to do.

If we do not study them, we cannot tell what men we ought to vote for to hold office and make the best laws for us.

Party Organization.—In order to do its work each party must be organized like a little government in itself. The men who belong to one party in a small town get together and choose a committee to look after the affairs of the party in that town. In the cities there is a committee in each district and another committee for the whole city made up of delegates from each district. Delegates from the towns and cities and sometimes counties are chosen to form the state committee. Delegates from the states make up the National Committee. These committees all work together to select men for the voters of their party to vote for on election day. Their object is to select the men who have the best chance to win. Then they hold meetings and make speeches, publish articles in the newspapers, and distribute literature to persuade the voters to vote for the men that have been selected.

Presidential Elections.—Presidential elections are held on the Tuesday after the first Monday in November every fourth year, as in 1920, 1924, 1928, and so on. Several months before election day the members of the National Committee of each party hold a meeting and select the time and place for holding the National Convention of their party. Then the state committees meet and select the time and place for holding state conventions. After this the county, city, and town committees are notified to select men to attend the state conventions.

The local committees begin by holding caucuses or primaries in the districts and towns. Delegates are chosen to attend the state convention. At the state convention delegates are chosen to attend the National Convention. The number of these delegates is twice the number of men that the state sends to Congress. For instance, if the state has a small population, like Delaware, and sends one Representative and two Senators to Congress, then the number of delegates to the National Convention will be six. If the state has a very large population, like New York, which sends forty-five men to Congress, there will be ninety delegates. The state convention also chooses another group of men equal in number with the state's representation in Congress. These are to be voted for on election day; if elected they will be the Presidential *electors* for the state.

When the appointed day arrives, delegates from all the states meet to hold the National Convention. The main work done here is divided into two parts: (1) writing a *platform,* or statement, telling the people what the party thinks about the most important public questions and what it hopes to do if successful on election day; and (2) nominating candidates for President and Vice-President.

The President is not elected directly by the people of the country. On Election Day, the Tuesday after the first Monday in November, votes are cast for *electors.* Each

state is entitled to as many electors as it has Senators and Representatives in Congress.

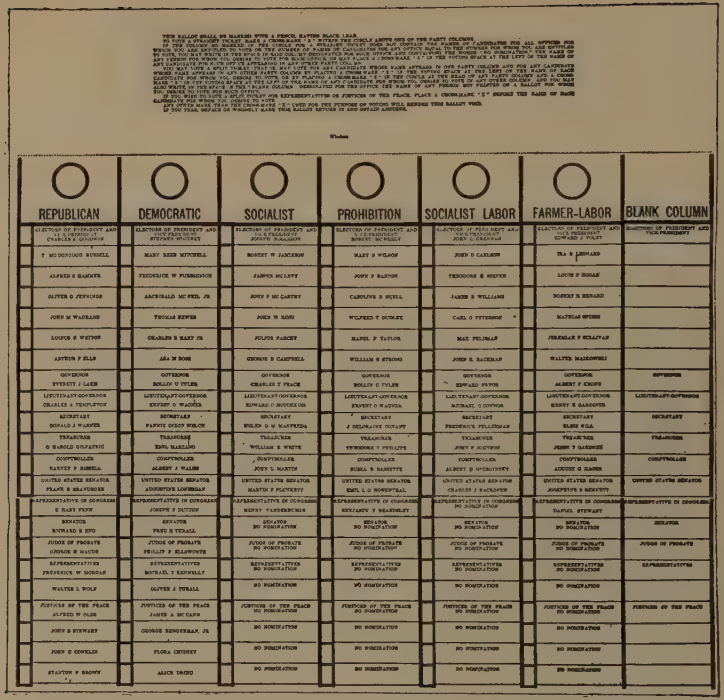
The electors meet in their own states, usually in the state capitols, on the second Monday of the following January and cast their votes for the candidates. Certified reports are sent to the President of the Senate. These reports are examined and the votes are counted in the presence of the Senate and the House of Representatives.

Photograph from Underwood & Underwood

THE NATIONAL CONVENTION OF THE DEMOCRATIC PARTY AT SAN FRANCISCO, CALIFORNIA, JULY, 1920

The Vice-President is elected in the same way and at the same time and place.

This way of electing the President and Vice-President may seem to take a long time. But we do not need to wait for all these formalities to know who is to be our next President. Usually the result is known the day after Election Day from the number of Presidential electors elected by the different parties in the different states.



THIS BALLOT SHALL BE MARKED WITH A PENCIL, EITHER BLACK OR BLUE.
TO VOTE FOR ALL OFFICERS OF ONE PARTY, MAKE A CROSS-MARK (X) IN THE CIRCLE ABOVE ONE OF THE PARTY COLUMNS.
IF THE CROSS-MARK IS MADE IN ONE COLUMN, A PENALTY WILL BE ENTERED THERE FOR ANY OFFICE HAVING TWO OR MORE CANDIDATES FOR WHICH YOU ARE ENTITLED TO VOTE, OR THE NUMBER OF PLACES OF CANDIDATES FOR ANY OFFICE EQUAL TO THE NUMBER OF PLACES FOR WHICH YOU ARE ENTITLED TO VOTE, OR THE NUMBER OF PLACES OF CANDIDATES FOR ANY OFFICE EXCEEDING THE NUMBER OF PLACES FOR WHICH YOU ARE ENTITLED TO VOTE, THE NUMBER OF PLACES OF CANDIDATES FOR ANY OFFICE EQUAL TO THE NUMBER OF PLACES FOR WHICH YOU ARE ENTITLED TO VOTE, MAY PLACE A CROSS-MARK (X) IN THE VOTING SPACE AT THE LEFT OF THE NAME OF ANY PERSON FOR WHOM YOU DESIRE TO VOTE FOR SUCH OFFICE OR MAY PLACE A CROSS-MARK (X) IN THE VOTING SPACE AT THE LEFT OF THE NAME OF ANY CANDIDATE FOR A PLACE OF ANY OFFICE APPEARING IN ANY OTHER PARTY COLUMN.
IF YOU DESIRE TO VOTE FOR ANY PERSON WHOSE NAME APPEARS IN ONE PARTY COLUMN AND FOR ANY CANDIDATE WHOSE NAME APPEARS IN ANY OTHER PARTY COLUMN BY PLACING A CROSS-MARK (X) IN THE VOTING SPACE AT THE LEFT OF THE NAME OF SUCH CANDIDATE, YOU MAY, DESIRE TO VOTE, OR BY PLACING A CROSS-MARK (X) IN THE CIRCLE AT THE HEAD OF ANY PARTY COLUMN AND A CROSS-MARK (X) IN THE VOTING SPACE AT THE LEFT OF THE NAME OF ANY CANDIDATE IN ANY OTHER PARTY COLUMN, YOU MAY, DESIRE TO VOTE, BLACK WRITE IN THE SPACE IN THE BLANK COLUMN DESIGNATED FOR THE OFFICE THE NAME OF ANY PERSON NOT PRINTED ON A BALLOT FOR WHOM YOU DESIRE TO VOTE FOR SUCH OFFICE.
IF YOU DESIRE TO VOTE FOR ANY CANDIDATE FOR REPRESENTATIVE OR JUSTICES OF THE PEACE, PLACE A CROSS-MARK (X) BEFORE THE NAME OF SUCH CANDIDATE FOR WHOM YOU DESIRE TO VOTE.
ANY OFFICE MADE TO ACT THE CROSS-MARK (X) USED FOR THE PURPOSE OF VOTING WILL BEFORE THIS BALLOT VOID.
IF YOU TEAR, DEFACE OR WRINKLE MARK THIS BALLOT RETURN IT AND OBTAIN ANOTHER.

Wisdom

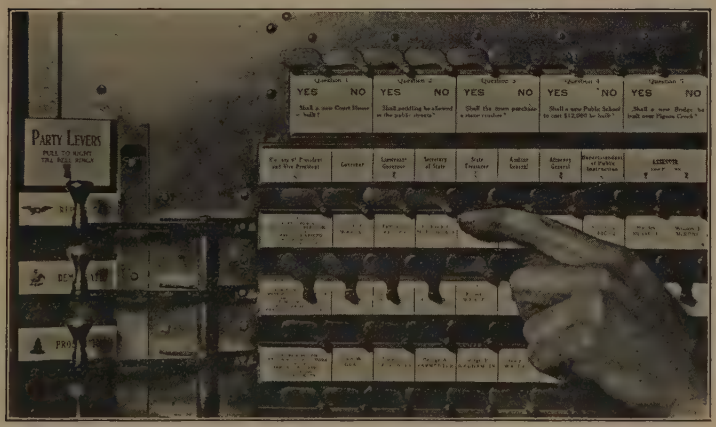
REPUBLICAN	DEMOCRATIC	SOCIALIST	PROHIBITION	SOCIALIST LABOR	FARMER-LABOR	BLANK COLUMN
ELECTORS OF PRESIDENT AND VICE-PRESIDENT CHARLES S. QUINCY	ELECTORS OF PRESIDENT AND VICE-PRESIDENT STEPHEN MITCHELL	ELECTORS OF PRESIDENT AND VICE-PRESIDENT JOSEPH HANSON	ELECTORS OF PRESIDENT AND VICE-PRESIDENT MARY E. WILSON	ELECTORS OF PRESIDENT AND VICE-PRESIDENT JOHN D. CARLSON	ELECTORS OF PRESIDENT AND VICE-PRESIDENT EDWARD F. POLPY	Write name of PRESIDENT AND VICE-PRESIDENT
F. MC DONOUGH RUSSELL	MARY ELLEN MITCHELL	ROBERT W. JAMESON	MARY E. WILSON	JOHN D. CARLSON	TEA B. LEONARD	
ALFRED E. GARDNER	FREDERICK W. FLORENCE	FARNUM MC LEVY	JOHN F. BARTON	THEODORE E. SMITH	LOUIS F. DUGAS	
OLIVER O. JENNINGS	ARCHIBALD MC PEAL, JR.	JOHN F. MC CARTHY	CAROLINE B. HURLL	JAMES B. WILLIAMS	ROBERT H. BERNARD	
JOHN M. WADEMAN	THOMAS REWER	JOHN W. LONG	WILFRED T. DUNLAP	CARL O. PETERSON	MATHIAS GRUBE	
LOUGH E. WATSON	CHARLES B. MARY, JR.	JULIUS PARENT	MARCEL F. TAYLOR	MAX PELDMAN	FERDINAND F. SULLIVAN	
ANTHON F. ELLIS	ABA M. BONE	GEORGE B. CAMPBELL	WILLIAM S. STRONG	JOHN E. BACHMAN	WALTER MARKOWSKI	
GOVERNOR IVERSTY J. LAKE	GOVERNOR BOLLIN O. TYLER	GOVERNOR CHARLES T. PEACE	GOVERNOR BOLLIN O. TYLER	GOVERNOR EDWARD PETTS	GOVERNOR ALBERT F. EKEPS	GOVERNOR
LIEUTENANT-GOVERNOR CHARLES A. TEMPLETON	LIEUTENANT-GOVERNOR EUGENE O. WAGNER	LIEUTENANT-GOVERNOR EDWARD C. SCHUCKING	LIEUTENANT-GOVERNOR FRANCIS O. WAGNER	LIEUTENANT-GOVERNOR MICHAEL O'CONNOR	LIEUTENANT-GOVERNOR HENRY R. GARDNER	LIEUTENANT-GOVERNOR
SECRETARY DONALD J. WARNER	SECRETARY FRANCIS DUGGY WELCH	SECRETARY HELEN D. M. MANFREDA	SECRETARY J. DELPHAINE DUNAPP	SECRETARY FREDERICK FELLOWAN	SECRETARY ELSIE GILL	SECRETARY
TREASURER G. HAROLD GURAFRIC	TREASURER EDWIN MARLAND	TREASURER WILLIAM E. WHITE	TREASURER THEODORE T. PHILLIPS	TREASURER JOHN F. JOHNSON	TREASURER JESSE T. GARDNER	TREASURER
COMPTROLLER NANCY P. BURELL	COMPTROLLER ALBERT J. WALSH	COMPTROLLER JOHN V. MARTIN	COMPTROLLER HURLA B. BARNETTE	COMPTROLLER ALBERT S. GUTKOWSKY	COMPTROLLER JACCOB G. HANSE	COMPTROLLER
UNITED STATES SENATOR FRANK S. BRAYDEGEE	UNITED STATES SENATOR JONATHOR LOVERSAY	UNITED STATES SENATOR MARTIN F. FLUTCHEY	UNITED STATES SENATOR EMIL G. SORENTAL	UNITED STATES SENATOR CHARLES J. BACHAPOW	UNITED STATES SENATOR JOSEPHUS S. MENTITY	UNITED STATES SENATOR
REPRESENTATIVE IN CONGRESS E. RAY FUNK	REPRESENTATIVE IN CONGRESS JOSEPH F. DUTOW	REPRESENTATIVE IN CONGRESS HENRY VANDERBURGH	REPRESENTATIVE IN CONGRESS BENJAMIN F. BRADSLEY	REPRESENTATIVE IN CONGRESS NO NOMINATION	REPRESENTATIVE IN CONGRESS DANIEL STEWART	REPRESENTATIVE IN CONGRESS
SENATOR RICHARD B. EVO	SENATOR FRIT S. TITSALL	SENATOR NO NOMINATION	SENATOR NO NOMINATION	SENATOR NO NOMINATION	SENATOR NO NOMINATION	SENATOR
JUDGE OF PROBATE GEORGE H. MAYOR	JUDGE OF PROBATE PHILLIP P. ELLSWORTH	JUDGE OF PROBATE NO NOMINATION	JUDGE OF PROBATE NO NOMINATION	JUDGE OF PROBATE NO NOMINATION	JUDGE OF PROBATE NO NOMINATION	JUDGE OF PROBATE
REPRESENTATIVES FREDERICK W. MORGAN	REPRESENTATIVES MICHAEL J. KENNELLY	REPRESENTATIVES NO NOMINATION	REPRESENTATIVES NO NOMINATION	REPRESENTATIVES NO NOMINATION	REPRESENTATIVES NO NOMINATION	REPRESENTATIVES
WALTER L. WOLF	OLIVER J. TITSALL	NO NOMINATION	NO NOMINATION	NO NOMINATION	NO NOMINATION	
JUSTICES OF THE PEACE ALFRED W. OLDS	JUSTICES OF THE PEACE JAMES A. MC CARN	JUSTICES OF THE PEACE NO NOMINATION	JUSTICES OF THE PEACE NO NOMINATION	JUSTICES OF THE PEACE NO NOMINATION	JUSTICES OF THE PEACE NO NOMINATION	JUSTICES OF THE PEACE
JOHN S. STEWART	GEORGE SENGERMAN, JR.	NO NOMINATION	NO NOMINATION	NO NOMINATION	NO NOMINATION	
JOHN C. COWLES	FLORA CHISSEY	NO NOMINATION	NO NOMINATION	NO NOMINATION	NO NOMINATION	
STANTON F. BROWN	ALICE INGRO	NO NOMINATION	NO NOMINATION	NO NOMINATION	NO NOMINATION	

A TYPE OF TOWN BALLOT

Other Conventions and Elections.—Nearly the same machinery that is used to hold caucuses or primaries in the towns, cities, and states when preparing to choose candidates for President is used also when choosing candidates for town, city, and state officers.

On Election Day the voters choose which party they will vote for, or perhaps they may vote for some men of one party and some of another. Most of the town and city officers have nothing to do with the making of laws and the settlement of the questions that divide the political parties. It is foolish, therefore, for a voter to say that

every man who holds a town office ought to belong to his own party, in order to do such work as seeing that the streets are kept in good order, that the health of the people is protected, that there are good schools, and that the public money is honestly spent for the good of the whole town. The same is true of most city officers. In order to have the best city to live in, we must have the best men in office no matter to what party they belong. Only in the election



Courtesy of the Automatic Registering Machine Corporation

A VOTING MACHINE

Voting is done by turning down the levers above the names of candidates. The machine registers and counts the votes automatically. The voter shown in the picture is voting a "split" ticket.

of lawmakers, such as members of the legislature, and in the election of state and national officers is it important to know what party a man belongs to. In small and local offices a good, honest, and capable man is the main thing.

State officers, such as Governor, are nominated in state conventions and voted for by all the voters of their state.

Holding an Election.—On Election Day all the voters who wish to vote go to the *polls* or voting places. Each voter is given a *ballot* on which are printed all the names

of the candidates of the different parties. He then goes into a little stall, or booth, where he can mark his ballot as he wishes without being seen or disturbed by anyone. This is known as the "secret ballot" system of voting. The voter marks his ballot with a pencil or does whatever the law of his state says is necessary in order to show which candidates he wishes to vote for. Then he goes to the ballot box, where a clerk puts a mark against his name on the voting list to show that he has voted. An election officer takes his ballot and drops it into the ballot box. At night, when the polls close, all the ballots are counted, and the person who has received the most votes for a particular office is elected.

In many places voting machines are used instead of ballots. These machines insure greater secrecy in voting and automatically count the votes for each candidate.

Word Drill

political	**party**	**organization**
Democratic	**platform**	**Republican**
principle	**protection**	**justice**
tariff	**expense**	**Socialist**
competition	**production**	**distribution**
coöperate	**nominate**	**individual**
question	**convention**	**delegate**
population	**elector**	**polls**
ballot	**voting list**	**secret**

Review Exercises

1. What is a political party? Can you name some of them?
2. Why were these parties formed?
3. How do all parties agree? How do they disagree?
4. How does each party perform its work?
5. How are the President and the Vice-President nominated?
6. What is a party platform?
7. What is a ballot?
8. Tell what the voter does at the polling place.

CHAPTER VIII

LAW AND JUSTICE

Laws.—Laws are made to protect the lives, the property, and the rights of the people. Persons ought not to destroy the property that others have earned or take it for their own use without pay. If they deprive their neighbors of any of their rights, or prevent them from enjoying life and liberty, the Government must interfere. The Government must protect those who suffer from any wrong. If it did not do this, it would not be a good government. Citizens must be protected and must be free to do what is right. This is not possible so long as bad or even careless people are allowed to interfere with others and to do what is wrong.

In this country the people decide what things it is wrong to do and then make laws to stop people from doing them. Those who break the laws may be made to pay a fine or to go to jail. If they commit a very serious crime, such as robbery, or destroying valuable property, or putting another's life in danger, they may be sent to prison for many years. The main object of the law is not to punish people for doing wrong, but to prevent wrongdoing and to cause people to respect the rights of others.

Courts.—In order to enforce the laws there must be officers to arrest those who violate or break them. Then there must be courts to hear what the lawbreakers have done and to decide what to do with them. Courts also explain the meaning of laws. In villages and towns criminal cases that are not very serious are heard by the

local judge, or *justice of the peace.* In the cities such cases are tried by a *magistrate* in the police courts. If a case is too serious to be tried in these courts, it is taken to a county or a state court. The courts from highest to lowest are for all the people, rich and poor alike.

Kinds of Cases.—When one person or business firm owes money to another and refuses to pay when asked to do so, or when any two persons or parties cannot agree about the settlement of their business dealings with each other, the one who thinks he has been wronged may *sue* the other and make him go to court and have the dispute settled there. Such a case is called a *civil* case. All cases in which the court is asked to settle a dispute about property or business belong to this class.

The man or party who sues another and makes him go to court is called the *plaintiff.* He makes the complaint. The one who is sued is called the *defendant.* This party must defend himself.

In civil cases neither party may have broken any law or committed any *crime.* When a person steals, or creates a disturbance in the street, or strikes another and injures him, or does anything that the law forbids because it is wrong, such a person is a *criminal.* He breaks the law, and the Government must interfere. When he is arrested, the town, the city, or the state, in other words, the People, is the plaintiff. The criminal is the defendant. His case is called a *criminal* case.

A Criminal Case.—If a man has committed a minor crime, or *misdemeanor,* someone who is injured by it goes before a justice or magistrate and makes a *complaint.* This must be in writing. It tells the name and residence of the person who is charged with the crime, and when and where the crime was committed. It then asks to have the person arrested.

The magistrate gives a constable or a policeman a *war-*

rant which tells the officer to find the person who is charged with the crime and bring him to court. When this is done, the magistrate sets a time for his *trial,* or examination.

The next step is for the magistrate to give the officer a paper called a *subpoena* for each person who may know anything about the case, telling him to appear as a *witness* at the trial. The witnesses must tell under *oath* what they know about the case.

The Trial.—At the trial the prisoner is asked to *plead.* The charges against him are first read to him, and then he is asked whether he is guilty or not guilty. If he pleads "Guilty," the magistrate sentences him. The sentence is usually to pay a certain fine or to spend a certain time in jail, or it may be both. If the prisoner pleads "Not guilty," his case must be tried.

The Testimony.—At the trial the witnesses for the prosecution are first examined. When they have told their story, the prisoner or his lawyer may question them to test their truthfulness and to bring out other facts in favor of the prisoner. Then the witnesses for the prisoner are examined. These may also be questioned by the lawyer for the People, called the *district attorney* or the *public prosecutor.* All witnesses must first swear that they will "tell the truth, the whole truth, and nothing but the truth." For making any false statements they may be sent to prison for the crime of *perjury.*

Argument.—After all the witnesses have been examined, each of the lawyers makes an address to the court. Each tries to show reasons why the court should make a decision in favor of his side.

The Verdict.—After all this comes the judge's decision. If he thinks the case against the prisoner has been proved, he decides that the prisoner is *guilty* and tells him what his *fine* or his *sentence* is to be. If he does not think the prisoner guilty, he tells him that he is *discharged.*

Appeal.—If the prisoner is declared *guilty* and he is not satisfied with his trial, he may *appeal.* If the appeal is granted by a higher court, his case is tried over again.

Bail.—When the judge of a lower court finds that a case is too important for his court, he orders the prisoner held for trial at the next session of the higher court. The prisoner is "bound over." This means that he must get some responsible citizen or company to sign a bond agreeing to pay the Government a certain sum of money if the prisoner does not appear at the higher court when his case is called. This is called giving *bail.* The amount of money to be paid is fixed by the judge and named in the bail bond. The object of this arrangement is to prevent the prisoner from running away. If he does run away, his bondsman has the right to arrest him if he can find him.

If the prisoner has no friends who are willing to sign a bond for him, then he must go to jail and wait until the time of his trial. When a prisoner is charged with a serious crime, such as murder, he is not allowed to give bail. In such case he must go to jail.

The Jury.—The Constitution of the United States guarantees to every person accused of crime or sued at law a trial before a jury of his fellow citizens. Twelve men or women are selected to hear the testimony and then to decide the facts in the case. The trial of a case before a jury begins in the way already described for the magistrate's court. The plea, the testimony, and the arguments are just the same. Then the judge tells the jury what the law is in the case being tried, what kind of verdict they must give if they think the charges have been proved, and what their verdict should be if they think the charges have not been proved.

The Decision.—The jurors then leave the courtroom and go to a room by themselves where they remain in secret discussion until they agree. All of the twelve jurors must

vote the same way before they can give a *verdict.* When they have agreed, they return to the courtroom, and the foreman reports to the court what they have decided. Sometimes they cannot agree, and the foreman must report a disagreement. The case may then be tried before another jury.

The Sentence.—When a jury has given a verdict that a prisoner is guilty, the judge must pronounce sentence. He

Photograph from Pacific & Atlantic Photos

A Jury Trial in a Criminal Court

The clerk of the court is seated below and in front of the judge's bench. Facing him in the picture the defendant sits at a table with his counsel. A prospective juror in the witness stand is being examined by the defendant's counsel. In the jury box at the right are five jurors already accepted by both sides.

tells the prisoner what his punishment is to be. If the jury's verdict is that the prisoner is innocent, he is released a free man.

Civil Cases.—In a civil case the parts taken by the judge, the lawyers, and the jury are much the same as in a criminal case, but the case begins and ends quite differently. The defendant is not arrested. He is *sued,* and generally some of his property is *attached.* This means that it is held by an officer of the court to be used in settling the

case if it is decided against the defendant. If the jury gives a verdict against the defendant, they also decide how much money he shall pay to settle the case.

Certain cases are tried without a jury; then the judge decides how much shall be paid. If the defendant settles, that ends the case. If he does not settle, the court orders the sheriff to sell some of his property to get money with which to settle with the plaintiff. The law, however, does not allow the sheriff to sell a laborer's tools or clothing or household goods, because this would take away his means of working and earning a living.

Persons should not go to law unless they have to. Suits are expensive, even for the winner of the case.

Probate Courts.—Probate or surrogate's courts are a special kind of court to care for the estates of deceased persons, orphans, and those who cannot take care of their own property.

If a person dies and leaves a will telling what is to be done with his property, this will must be examined by the probate court to see if it is genuine. If the court finds that the will is properly made, it is *recorded.* Then the *executor* or person named in the will to distribute the property receives papers from the court giving him authority to do what the will says shall be done.

If a person who owns property dies and leaves no will, the court appoints an *administrator* to distribute the property among the heirs according to the law of the state.

If any of the heirs of a deceased person who leaves no will are under twenty-one years of age, the court appoints a guardian to take care of their part of the property until they become of age. If persons become insane or weak-minded and cannot care for their own property, the court appoints a guardian for them, too. The court must see to it that all these estates are cared for honestly and properly. If disputes arise, the court must settle them.

Word Drill

neighbor	jail	justice
civil	complaint	subpoena
testimony	prisoner	witness
lawyer	decision	bond
jury	plea	foreman
probate	estate	orphan
executor	administrator	guardian
magistrate	misdemeanor	record

Review Exercises

1. What are laws?
2. Are they necessary? Why?
3. Who makes laws?
4. What is the main object of a law?
5. Who enforces the law in our community?
6. How are offenders punished?
7. In case another person owes you some money and refuses to pay, how may you obtain it?
8. What is a warrant?
9. What is a trial? A plaintiff? A defendant? A criminal? A magistrate? Testimony? A verdict? A fine? A sentence? An appeal? Bail?
10. What is the meaning of the word "guilty"?
11. What is the meaning of the word "discharged"?
12. What is a jury? How is it selected?
13. Can you be on a jury?
14. What is a probate or surrogate's court for?

CHAPTER IX

EDUCATION

America means equality of opportunity for each individual, by his own effort, to work out his own happiness.—MYERS.

Opportunity for All.—Education in the United States is for all. Americans are glad and proud to see their children and their neighbors' children learn. They do all they can to help them. In the public schools rich and poor, native-born and foreign-born, sit side by side and study and play together. They have the same teachers, use the same books, and learn the same lessons. Poor boys become rich, happy, and useful men. Then they want to help others. All, you see, have a chance. Each one's success, however, depends upon himself.

Abraham Lincoln, one of the poorest boys ever born, rose to be one of the greatest men in the history, not only of the United States, but of the whole world.

If children are idle or lazy or careless, they will not succeed. It is the privilege and duty of every individual to seize the opportunities which no other country on the face of the earth offers to its people. If the boys and girls of this great country study hard, work well and take pains, and are honest, kind, and useful, they will be respected and helped by others. They will have a splendid opportunity to become good citizens and successful and happy men and women.

Public Schools.—The chief object of the public schools is to make good, useful, and healthy citizens of our city, our state, and our nation. The pupils are taught to be

useful, not only to themselves, but to others as well. It requires a large sum of money to maintain the school system of our district or city. In practically every community in this country more money is spent for the schools than for any other department of the government. Every intelligent individual will agree that the money is well spent when it goes for education.

Courtesy of William B. Ittner

A Public School

Modern school buildings are designed for beauty as well as utility. This is the Central High School, Minneapolis, Minnesota.

We need to be educated in order to know how to work and get a good living for ourselves and for those who depend upon us. But it is not enough to know how to work. We must know also about our country and our government in order to know how to do our part in governing ourselves and others in making our country a good place to live in.

If we are educated and our neighbors are not, they may make a great deal of trouble by not knowing the

laws and what is right or wrong to do. So we have laws in all the states compelling children to go to school. Our public schools are free, so that all, even the poorest, can go. In most schools the use of books and supplies is also free.

Evening Schools.—Many working people want to get an education but cannot attend day schools. Most large

An Evening Class of Foreign-Born, New Haven, Connecticut

towns and cities and a great many small ones have evening schools to help such people. Many thousands of those who come from foreign countries wish to learn to read and write English and to learn what will be useful to them in getting a living. A knowledge of our language will help these people in securing employment and in getting about from place to place. They will be able

to do without interpreters, who are sometimes unreliable. Knowledge of the language will enable them to read and understand safety signs, warnings, and rules or regulations that are posted for the benefit of the general public. It will aid them in reading and understanding legal papers requiring signature. The public evening schools prepare those who desire to pass the naturalization tests.

VOCATIONAL EVENING SCHOOLS OFFER OPPORTUNITIES TO LEARN TRADES
This is an evening class in the machine shop of the Carter H. Harrison Technical High School, Chicago, Illinois.

In a number of states persons up to a certain age who do not speak and understand English must attend school. These schools take great care to teach things that will help to make good workmen and good citizens. It may be a bit hard to attend school after a day's work, but we must remember that anything worth having is worth working for. Certificates or diplomas are awarded to

students when they have completed their studies in the evening school.

One very useful subject for all who work in machine shops or for carpenters or builders is drawing. Arithmetic is very important in every kind of business. The story of our country's history, our laws, our institutions, and our customs will help make us more useful and happy. Many people are doing better work and earning larger wages because of the education they received in evening schools.

Many immigrants make a great mistake when they delay in learning the English language. The best place in which to learn how to speak, read, and write the new language is a good evening school. When you know the language well, it will be easier for you to get the kind of work you like to do. You can then earn more money. You will be happier and more useful. Listen to a story that thousands of people have learned from the motion-picture screen. This will show what you can do.

The Story of Peter Bruno[1]

Peter Bruno lived in Italy. He had heard that America is the land of opportunity, and he left his home and sailed for the United States. On arriving here, he found Michael, his boyhood friend, at the dock. Michael had been in America twelve years and had learned to love his new home because he had been prosperous and happy here. Michael took Peter home with him and showed him his new house and garden and his happy family. Peter wished that he were as prosperous as Michael.

The next day they started to find a job for Peter. They visited many factories and found plenty of jobs waiting for somebody. But just as soon as the foremen of the factories learned that Peter could not speak English, they

[1] Based on the film "The Making of an American," by permission of the Worcester Film Corporation, Worcester, Massachusetts.

said, "Nothing doing." Jobs for workmen who do not speak English are hard to find.

At last they found a group of Peter's own countrymen who had not learned English. They were pushing wheelbarrows and digging trenches on a big construction job. Peter got a chance to work with them for small pay and

"Jobs for Workmen Who Do Not Speak English Are Hard to Find"

went to live in a poor tenement. One morning he was wheeling a load of bricks to the elevator which was to lift them to the place where they were to be used. On the elevator he saw a sign which said:

WHEN THE BELL RINGS
KEEP CLEAR OF THE GATES

The bell was ringing but Peter could not read the sign, and he did not know what it said. He went ahead with his load just as the elevator started to rise, and he was caught by the car and badly hurt. Help came at once, and Peter was taken to a hospital, where he remained many weeks.

When he was able to go home, he passed the post office.

There he saw a sign printed in several languages. One of these languages was Italian, and Peter read this:

HELP YOURSELF
Speak English
Free Public Evening School

AIUTATE VOI STESSI
Parlano l'Inglese
Scuola Pubblica Serale Gratuita

POMÓZ SAMEMU SOBIE
Mówią po Angielsku
Bezpłatnej Wieczorowej Szkoły Publicznej

Peter determined to learn English at once. He went to the schoolhouse, where he found many others like himself who were anxious to learn the new language. The teacher of his class went to the door and opened it. At the same time she said very slowly and clearly: "I—open—the—door." The pupils repeated the words after her. Then the teacher wrote the words on the blackboard, and the pupils wrote them on paper. In the same way the teacher taught them "go," "stop," "sit," "rise," and many other useful words. Week after week Peter attended the school and enjoyed his lessons. He was proud and happy over his new knowledge. All the members of the class were careful to have their hair combed, to be neat and clean, and to have their clothes well brushed every evening.

Peter's knowledge of English now enabled him to get a good job in a machine shop where the foreman said, "You can easily earn good pay at this job."

In the spring, when the night school closed, all the pupils stood and sang "The Star-Spangled Banner." After the singing the teacher gave certificates to Peter

and the others who had learned their lessons well all winter.

Peter soon left the poor tenement where he had lived and bought a pretty cottage with a little garden. Here he was happy with his wife and children. He began to take an interest in the work of the community. As a result he was elected a member of the city council. One day he made a speech in favor of some improvements that would make the city a better place to live in. His

"'Tell your Friend to Go to the Evening School and Learn English. That Is What I Did Myself.'"

speech had great influence, and the council voted in favor of the improvements.

Peter was now so popular that he was soon elected head of the council. At the factory he had made good and had been promoted until he was now foreman of the very shop from which he was turned away before he learned English. One day a Slovak came to his shop looking for a job. He could not speak English, and an interpreter had to speak for him. Peter remembered the time when he himself was just as helpless as the Slovak before him, and he said to the interpreter: "Tell your friend to go to the evening school and learn English. That is what I did, myself."

Plant Schools.—During the past few years many industrial plants throughout the country have organized classes, especially for instruction in English and citizenship to foreign-born employees. The classes, in many cases, meet during working hours. This makes it very easy for the workers to get some schooling.

High Schools.—Every boy or girl who goes through our town or city elementary schools and learns well what is taught in the common subjects, such as reading, writing, spelling, arithmetic, grammar, civics, geography, and history, can go to high school and get a still better education. The high schools, like the graded schools, are free to the pupils. In the large cities there are evening high schools for those who are prepared to enter them.

Colleges.—There are colleges and universities in all parts of the country for those who can go farther than the high schools. These prepare men and women to become lawyers, doctors, engineers, teachers, and clerygmen, and to fill other positions requiring much learning and training.

In a number of states and in some cities there are free state or municipal colleges or universities. The other colleges are usually not quite free, but they charge students only a small part of what it really costs to educate them. Those who are poor can often get special help to make it easier for them to pay their expenses. Americans believe that it pays to have good schools of every kind and to give the people as much education as possible and as nearly free as possible.

Special Schools.—There are many special schools that fit persons for some one kind of work. For example, there are free normal schools where teachers are trained; agricultural schools to teach the best ways of managing a farm; business schools; and trade schools. Other special schools teach the blind, the deaf, orphans, and others

who are unfortunate. Many of these special schools are paid for by churches and by kind people who wish to help the unfortunate. The United States Government maintains special schools for the education of wounded soldiers who served in the World War. If you are interested in any special type of school, communicate with your local superintendent of schools. He will gladly furnish the desired information.

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AIRPLANE VIEW OF THE COLLEGE OF THE CITY OF NEW YORK

This municipal university enrolls in all departments and branches more than fifteen thousand students. Tuition is free to residents of New York City. In the great Stadium concerts are given nightly during the summer.

Continuation Schools.—Many states of the country have established by law part-time or continuation schools. Their purpose is to give instruction to boys and girls under seventeen or eighteen years of age who are employed but who have not completed at least an elementary school course. The boys and girls must attend these schools at least once a week for four or more hours. The pupils receive much valuable instruction which fits them to become happy and successful workers and citizens.

School Attendance Laws.—The law usually says that children must begin to go to school when they are seven years old and continue to go until they are fourteen. If they cannot read and write when they are fourteen, they can be compelled to go until they are sixteen. The school authorities may examine them when they are fourteen or fifteen to see how much they have learned. If the school officers think they have not learned enough so that they ought to leave school, they can send them back to school until they are sixteen. In New York and Massachusetts, if they cannot read and write, they must go every year to a night school or some other school until they are twenty-one years old.

Of course, all children may go to school before they are seven years old and may stay after they are fifteen, but the law does not require them to do this. Parents should keep their children in school as long as they possibly can. This will make them better able to care for themselves when they grow older. It is a serious mistake to put young children to work just as soon as the law permits.

Parents who do not obey school-attendance laws may be punished by fine or imprisonment. Each state has school laws and attendance laws of its own, and it is important that we learn what these laws are in our own state.

Support of Schools.—Who pays for the building of the schoolhouses, teachers' salaries, janitors' service, light, heat, and necessary supplies for the pupils? This is all paid for by taxation. Those who own the land and buildings in our town or city pay an annual tax on their property. Those who do not own their homes pay rent, which includes part of the tax. Part of the money collected in this way is used for the support of our schools.

which includes part of the tax. Part of the money collected in this way is used for the support of our schools.

Public Libraries.—Practically every community in this country, no matter how small, has a public library. Here we find all kinds of good books and magazines. Not only are there story books, but books on history, geography, travel, and any trade in which we may be interested. The librarians are trained for their work and

Courtesy of Houghton, Mifflin Company

MAIN READING ROOM OF THE BOSTON PUBLIC LIBRARY

are very anxious to be of service to us. We may read the books in the reading rooms or take them home and keep them two weeks without paying anything. The town or city, or sometimes people who wish to help the public, pay for them so that all may have plenty of good reading. Many people have educated themselves through reading good books. Some libraries also have a supply of books in foreign languages.

Newspapers.—No intelligent person should fail to read at least one English newspaper daily. Newspapers bring to our doors for a few cents reports of what is happening all over the world. If you want to know what is taking place in Russia or in England at the present time, turn to the papers. The newspaper publishers employ many reporters whose business it is to gather the latest news for the benefit of their readers.

MAIN HALL OF THE FIELD MUSEUM OF NATURAL HISTORY, CHICAGO

Not only do the newspapers furnish us with news, which is their chief business, but they give us other useful and interesting information. When new laws are passed by Congress, by the state legislature, or by our city or town government, the newspapers are the first to publish the information for the public. Many short stories, timely editorials, and advertisements of one kind or another are also found in the daily newspapers.

Persons who do not read newspapers cannot know what is going on about them, and so they remain ignorant.

Museums.—Many cities and towns have museums containing very beautiful and costly pictures, statues, and other works of art and collections illustrating natural history and the life, customs, and products of the peoples of foreign countries. One may learn a great deal and enjoy much pleasure by spending a few hours now and then in one of these museums.

Word Drill

success	**opportunity**	**community**
foreign	**employment**	**interpreter**
signature	**naturalization**	**certificate**
museum	**library**	**attend**

Review Exercises

1. For whom is education in the United States?
2. Upon what does one's success depend?
3. What is the chief object of the public schools?
4. Why do we need to be educated?
5. Why is a knowledge of the language of this country important?
6. What have you learned at the evening schools?
7. Tell the story of Peter Bruno in your own words.
8. What do you understand by plant schools?
9. How do the high schools differ from the graded schools?
10. What are colleges for? Are they free?
11. Name and locate the colleges in our state.
12. What are normal schools for? Agricultural schools? Business schools? Trade schools? Continuation schools? Schools for the unfortunate?
13. Must the children of our town attend school? What happens if they do not?
14. Who supports the schools? Why?
15. Have you visited the Public Library? What for?
16. Why do you read the newspapers?
17. Has our town a museum? Have you visited it? What did you learn there?

CHAPTER X

USEFUL AND RESPECTED CITIZENS

The Duty of Becoming Citizens[1]

Most people come to this country to better their condition. Some of them plan to remain here a few years, save some money, and then return to the land of their birth. While we do not begrudge the money they would take with them as long as it was earned by honest labor, we would prefer to have them remain here.

However, many of them after living a few years in this country convince themselves that it is better for them to remain here and enjoy a better standard of living and of liberty than they would in their own country. People that decide to remain here should become citizens. Too many people only think of becoming citizens because of the rights they will acquire by doing so.

They are only partly right; they forget that whoever has rights has also duties. It is their duty to become citizens; they owe it to all the other people who are already citizens. People living in this country enjoy rights and privileges given to them by laws, laws made by the government, which government consists of all citizens of the United States.

Therefore, as they have the privilege, they should feel it their duty, to assume their share of responsibility in making and upholding the laws of the country.

During the World War many foreign-born, living in the United States, felt this duty and made their application for citizenship in order to be able to enlist in the army, and by their fighting demonstrated that in devotion to the flag and in the execution of their duties, they were equal to native-born soldiers.

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[1] Written by Frederick Ghio in the advanced class of the Bristol, Connecticut, evening school after he had been in this country six and one-half years and had attended evening school for two terms.

Law and Order.—To have liberty means to be free to do what is right. Ignorant people sometimes think that liberty means freedom to do anything they wish without

Copyright, Ewing Galloway

LIBERTY ENLIGHTENING THE WORLD
The Statue of Liberty in New York Harbor.

respect for the rights and comfort of others. If this were so, the strong man could take the weak man's food, or money, or clothes, or home. People who did not agree would fight to settle all their disputes. Nobody would be safe under such an arrangement.

Every civilized country must have an organized government. There must be laws for the protection of life and property, and all must agree to obey them. The first and highest duty of all who live in this country, whether citizens or not, is to obey the laws. So in every city we have many officers, or policemen, to see that people do not disturb others. They also arrest those who break the laws. In the towns there are constables who have to keep order. All of us here in the United States are free to be happy and to make the best of the opportunities offered to us, but we must not interfere with the happiness of our fellowmen. Where there is no law and order, there is anarchy.

We also have soldiers in every state, but the American people are so well behaved that there is very little for soldiers to do. Many people live all their lives without ever seeing soldiers in their towns to settle any kind of trouble. But sometimes it happens that large numbers of men get excited and begin to fight or to destroy the property belonging to someone who they think has done them a wrong. If the police and the constables and the sheriffs cannot make the crowds obey the laws and have their troubles settled by the courts or in some other peaceful way, they may send to the governor of the state for soldiers to help them.

Anarchy [2]

Liberty, Liberty, Liberty, they want!
As governments put a restraint on liberty some people would abolish all governments and establish a real and true liberty.
The liberty which the rule, "Each for himself, God for all," would permit.
The liberty of the sparrow who is charmed and swallowed by the snake.

---

[2] Written by Frederick Ghio.

The liberty of the lion which roams the forests and may be freely shot by the hunter.
The liberty that the savages enjoy, who when sick are left to die by themselves.
The liberty that ages ago men had of making slaves of other men inferior to them.
Such is the liberty that anarchists would like to impose on the people of the world.

Rewards.—In some countries men receive high honor because of their birth, or class, or title. In this country men count for what they are and what they do. The son of the poorest laborer, native or foreign-born, may rise to the highest position of honor. The very best places are often filled by those who have struggled up from poverty. Honesty, kindness, education, patience, and hard work win against all difficulties.

We must be useful if we would be successful. If we can do work or carry on business that helps other people, they will gladly pay us for our work, and we shall prosper. This means that we must take care of our health, make ourselves strong, and be clean and temperate in our lives and habits. We should learn to do useful work and to aid and help others in every way.

Respect.—We all wish to be respected. If we deserve the goodwill and respect of others, then we shall be respected. If we are selfish, people will not like us. If we are dishonest, they will not trust us. If we are lazy or careless, we shall not be wanted in good positions. If we are intemperate, we ruin our health, lose the respect of our friends, and hurt our chances of success and happiness. If we do not respect others, obey the laws, and follow the customs that are right, we cannot have the honor and respect of our friends. If we wish to be respected, we must begin by respecting ourselves. We must take care of ourselves. If we are well and strong, it is a disgrace not to earn our own livings and to provide decent

homes for our families and to save something for our old age.

We must treat others as we wish others to treat us. This is the Golden Rule of life. We should add to the wealth of our town and country. We should be honest towards our employers and give value for the pay we receive. We should be honest and truthful in all our dealings. We should keep our homes, our grounds, and our streets and roads clean, thus preventing disease. We should help make our town or city a good place to live in. We should at all times help and encourage our neighbors. We should support good schools, help to make good laws, and encourage the churches and every good society in all their work to help us and our children.

We must love our home, our town, our state, our country. Our government helps to educate us. It protects us and our homes. It does a great deal to make it possible for us to be successful and happy. We should obey all regulations made by our city or town in order to help improve the conditions under which we must live.

Fire Prevention.—We should especially do all in our power to prevent or check fires. We should take special care in the handling of lamps, matches, or anything that might start a fire. We must caution our children against playing with matches or making unnecessary fires. Many children are burned to death every year as a result of playing with matches. It is better to use safety matches in your home. These do not burn unless they are rubbed against the box. Do not leave loose papers, old clothing, or any rubbish in your homes or in cellars.

During the single month of January, 1921, $35,320,000 worth of property was destroyed by fire in this country and Canada. The loss of human lives and the suffering caused by these fires can hardly be estimated. About fifty per cent of the fires in this country are caused by care-

Courtesy of the Gamewell Fire Alarm Telegraph Company

BREAK THE GLASS — TURN THE HOOK

OPEN THE DOOR — PULL DOWN THE HANDLE

A Type of Fire Alarm Box Found in Many Places

Locate the fire alarm box nearest your home and shop and make sure that you know how to operate it. If you discover a fire, send in an alarm *at once.* Do not wait to try to put it out yourself.

lessness. One lighted match carelessly thrown away may be the direct cause of a terrible loss of life and property. In New York City alone about a thousand fires every year are started in this way.

You cannot be considered a good and useful citizen if you do not take special pains to prevent fires. In the country districts do not permit children to make bonfires.

The wind sometimes carries the sparks long distances and sets homes and barns and forests on fire.

Should you discover a fire, run as quickly as you can to the nearest fire-alarm box and ring the alarm. Do not leave the box until the firemen arrive so that you may direct them to the location of the fire. You should know where to find the box nearest to your home and to your place of employment.

Do not touch a fire-alarm box except in case of fire.

If you happen to be in a theater, a factory, or any other large place when a fire breaks out, do not become excited. Keep cool. Look for the nearest exit. Then WALK—DO NOT RUN, to that exit as quickly and as quietly as you can. Do not try to push anyone in front of you.

Most states require public places, including places of employment, to display signs showing all exits. These must be lighted when the rest of the room is darkened.

Never fill a lamp with kerosene oil when it is lighted or when it is near a light or fire. See that the burners are kept clean and that they fit well into the lamps; otherwise there may be an explosion. Many housewives very foolishly pour kerosene oil on a kitchen fire to make it start quickly. This is very dangerous and has caused many fires and explosions.

Be Informed.—We should study all public questions and be always ready to do what is needed to make our government better. We should read more than one newspaper, if possible, in order that we may know more than one side of political and other questions. We should be interested in what is going on in our community. We should attend political meetings for the same purpose.

We should express our opinions on these questions. We should think for ourselves and not do as directed or requested by others.

As good citizens we should take a part in the government. We should vote at every election and vote wisely. It is only by the votes of the people that this Government will remain "a government of the people, by the people, and for the people." The United States is a government of its citizens. If able and honest officials are not elected to office, it is the fault of the voters.

To help support the Government we should cheerfully pay our taxes—town, city, state, and national. The money collected in this manner is spent for the common good.

We must constantly bear in mind that citizenship in this country, the greatest and grandest in the world, entitles us to many precious privileges, but we are expected to perform a number of duties in return. It is, you see, a "give and take" arrangement. It would be most unfair to simply "take" and not "give."

If we do our duty to ourselves, our neighbors, and our country, we shall have a good conscience. Our neighbors will respect us, and our country, "the land of the free and the home of the brave," will be proud of us. We, too, shall be proud of our part in helping to make America a country that is loved and respected by the whole world.

Liberty, law, and education! These tell the story of America's glorious past. These are the hope of her more glorious future.

From education come truth and knowledge, before whose light error and ignorance flee away, carrying with them hate and strife. In their place comes the universal brotherhood of man, with faith and hope and love, the foundations of all greatness and all happiness.

AMERICA is the inspiration of the world. Her civilization is fast becoming a model for all the nations of the

earth. Like the rising of the sun, she is bringing light and joy to all.

Word Drill

privilege	**liberty**	**anarchy**
respect	**prevent**	**carelessness**
bonfire	**newspaper**	**duty**
knowledge	**inspiration**	**brotherhood**

Review Exercises

1. Why do most people come to this country?
2. Why did you come here?
3. Do all who arrive in the United States remain?
4. Do we prefer to have many who come here return to the lands of their birth?
5. After living here a few years how are many convinced?
6. Why is it better to remain here?
7. Are you planning to return to your native country? Why?
8. What should people do who decide to remain here?
9. Why do a great many people think of becoming citizens?
10. Why is it wrong to think only of our rights?
11. What is our duty?
12. Name some duties you have as a father or mother, a son or daughter, a citizen, a pupil.
13. What do people living in this country enjoy?
14. Who gives these rights and privileges?
15. Name some of these rights and privileges.
16. Did you have these in your native country?
17. What duty should all feel who enjoy privileges in this country?
18. How did many foreign-born here carry out a duty of citizenship during the World War?
19. What did these men demonstrate by their action?
20. What does the Statue of Liberty represent?
21. Where is this statue? Have you seen it?
22. Who erected it?
23. What is meant by "to have liberty?"
24. What do ignorant people sometimes think it means?
25. Why is this idea wrong?

26. How should people settle disputes?
27. What must every civilized country have?
28. Why must there be laws?
29. What is the first and highest duty of all who live here?
30. Who sees that people do not break laws?
31. What are all in this country free to do?
32. What happens where there is no law and order?
33. Why is there so little for state soldiers to do?
34. When are they called into service? Who orders them out?
35. In most foreign countries why do many men receive high honor?
36. Is this true in the same way in the United States?
37. Name those things that aid one in winning against all difficulties.
38. To be successful what else must we be?
39. How may we expect to be respected by others?
40. What happens if we do not respect others or obey the laws?
41. What is the Golden Rule of life?
42. How can you be useful to your town?
43. What are you doing to prevent or check fires?
44. How much property was destroyed by fire during a single month?
45. How much loss of life and suffering were caused by these fires?
46. What causes most fires in this country?
47. Why is a bonfire dangerous even in country districts?
48. What should you do when you discover a fire?
49. Do you know where to find the fire-alarm box nearest to your home, nearest to the school, and nearest to your place of employment?
50. Why must you not touch an alarm box except in case of fire?
51. If you happen to be in a public place when a fire breaks out, what should you do?
52. Tell how to handle an oil lamp.
53. How do you keep yourself informed?
54. Why is this advisable?
55. Why should every citizen vote?

CHAPTER XI

NATURALIZATION

Some of the best stuff in America is in the men who are naturalized citizens of the United States.—WOODROW WILSON.

What Is Naturalization.—Naturalization is the process by which a person who was born in a foreign country becomes a citizen of the United States. The Fourteenth Amendment to the Constitution provides: "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside." Every individual who comes to this country to make it his home and to enjoy its blessings should become a citizen. In this way he can vote, help make the laws, and make his life more useful and happy.

Steps in Naturalization.—There are three steps in the process of naturalization:

1. Declaration of intention
2. Petition for naturalization
3. Final hearing by the court

Declaration of Intention.—Any foreigner, male or female, who is eighteen years of age or older, may go to the clerk of one of the state or Federal courts in the state in which he or she lives and fill out a statement *declaring his or her intention* to become a citizen of the United States and to give up his or her citizenship in any other country.

Form 2212

FACTS FOR DECLARATION OF INTENTION

U. S. DEPARTMENT OF LABOR
NATURALIZATION SERVICE

NOTE.—A copy of this form will be furnished by the clerk of the court, the Chief Naturalization Examiner, or the public-school teacher to each applicant for a declaration of intention, so that he can at his leisure fill in the answers to the questions. After being filled out the form is to be returned to the clerk, to be used by him in properly filling out the declaration. Care should be used to state as near as can be remembered the day, month, and year of arrival, as well as the name of the vessel on which the alien emigrated to this country.

TO THE APPLICANT.—The fee of one dollar required by law for the declaration, must be paid to the clerk of the court before he commences to fill out the declaration of intention. No fee is chargeable for this blank, and none should be paid for assistance in filling it out, as the Naturalization Examiner or the public-school teacher will help you free of charge.

My name is _____ *Age:* _____ *years.*
(Alien should state here his true, original, and correct name in full.) (Give age at last birthday.)

Also known as _____
(If alien has used any other name in this country, that name should be shown on line immediately above.)

Occupation: _____

Color: _____ *Complexion:* _____

Height: _____ *feet* _____ *inches. Weight:* _____ *pounds.*

Color of hair: _____ *Color of eyes:* _____

Other visible distinctive marks: _____
(If no visible distinctive marks, so state.)

Where born: _____, _____
(City or town.) (Country.)

Date of birth: _____, _____, _____
(Month.) (Day.) (Year.)

Present residence: _____, _____, _____
(Number and street.) (City or town.) (State, Territory, or District.)

Emigrated from: _____, _____
(Place where alien got on ship or train to come to the United States.) (Country.)

Name of vessel: _____
(If the alien arrived otherwise than by vessel, the character of conveyance or name of transportation company should be given.)

Last place of foreign residence: _____, _____
(City or town.) (Country.)

**I am* _____ *married; the name of my wife is* _____; *she was*

**born at* _____; *and now resides at* _____

I am now a subject of and intend to renounce allegiance to _____

_____
(Write name and title of sovereign and country of which now a subject, or if citizen of a Republic, write name of Republic only.)

I arrived at the port of _____, _____
(City or town.) (State or Territory.)

on or about _____, _____, _____
(Month.) (Day.) (Year.)

*NOTE TO CLERK OF COURT.—The two lines indicated by the * contain information which is provided for by blanks on the later declaration of intention form; until such time as you may be supplied with forms containing these blank spaces the information called for herein should be inserted immediately ABOVE the twelfth line, which begins "It is my bona fide intention," etc., as requested in circular letter of January 6, 1916.

M—9

"FACTS FOR DECLARATION OF INTENTION" FORM

Anyone may fill out the blank for the applicant, but it should be done carefully. It must be signed, however, by the individual desiring to become naturalized. One dollar must be paid to the clerk of the court before the *Declaration*

U. S. DEPARTMENT OF LABOR
NATURALIZATION SERVICE

DUPLICATE
(To be forwarded to the Bureau of Naturalization.)

No. .....

UNITED STATES OF AMERICA

DECLARATION OF INTENTION

☞ Invalid for all purposes seven years after the date hereof

..... } ss: In the ..... Court
..... } of .....

I, ..., aged ..... years, occupation ....., do declare on oath that my personal description is: Color ....., complexion ....., height ..... feet ..... inches, weight ..... pounds, color of hair ....., color of eyes ..... other visible distinctive marks ..... I was born in ..... on the ..... day of ....., anno Domini 1..... I now reside at .....
(Give number, street, city or town, and State)
I emigrated to the United States of America from ..... on the vessel .....; my last
(If the alien arrived otherwise than by vessel, the character of conveyance or name of transportation company should be given)
foreign residence was .....; I am ..... married; the name of my wife is .....; she was born at ..... and now resides at .....
It is my bona fide intention to renounce forever all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, and particularly to ...., of whom I am now a subject; I arrived at the port of ....., in the State of ....., on or about the ..... day of ....., anno Domini 1.....; I am not an anarchist; I am not a polygamist nor a believer in the practice of polygamy; and it is my intention in good faith to become a citizen of the United States of America and to permanently reside therein: SO HELP ME GOD.

.....
(Original signature of declarant)

Subscribed and sworn to before me in the office of the Clerk of said Court this ..... day of ....., anno Domini 191

[SEAL]

.....
Clerk of the ..... *Court.*
By ....., *Clerk.*

"DECLARATION OF INTENTION" FORM

of Intention, or "first papers," is issued. No witnesses are required at this time.

A "first paper" is void seven years after being issued. It should be used as soon as possible after two years have elapsed after receiving it.

Petition for Naturalization.—After the applicant has lived in the United States for at least five years, provided it is at least two years since he declared his intention to become a citizen and one year since he made his home in the state in which he applies for citizenship, he may go to the court again and *petition* to be made a citizen. The application form he must now use is shown on pages 298 and 299. Upon this application form must be given the names of two witnesses, citizens of the United States, who have known the applicant at least five years and who will testify to his moral character and to his qualifications for citizenship.

The applicant must pay a fee of four dollars for filing his petition.

Certificate of Arrival.—Those who arrived in the United States after June 29th, 1906, must secure a *Certificate of Arrival* before they may obtain their final citizenship papers. Apply to the clerk of the court for an application form for such certificate. An alien who landed here before that date needs no such certificate.

Final Hearing by the Court.—Ninety days after filing his petition, the applicant must again appear in court with his two witnesses. These persons must be citizens of the United States. They must testify that the petitioner has lived in the country for at least five years and in the state for at least one year immediately preceding the date of filing the petition for naturalization and that he is a man of good moral character. Such a person is one who obeys the laws of the land.

The petitioner must take an oath to support the Constitution of the United States and to give up being a citizen of any other country. Under the naturalization laws the petitioner must speak and understand the English language, must be able to sign his own name, and must have some knowledge of the form and principles of the government

U. S. DEPARTMENT OF LABOR
NATURALIZATION SERVICE

FACTS FOR PETITION FOR NATURALIZATION

My name is .....
(Alien should state here his true, original, and correct name in full.)

Also known as .....
(If alien has used any other name in this country, that name should be shown on line immediately above.)

1. My place of residence is ....., ...
(Number and name of street.) (City or town.)

....., ...
(County.) (State, Territory, or District.)

2. My present occupation is .....

3. I was born on the ..... day of ....., 18....., at .....
(City or town.)

....., and my last foreign residence was
(Country.)

....., ...
(City or town.) (Country.)

4. I emigrated to the United States from .....
(Place where alien got on ship or train to come to the United States.)

....., on or about the ..... day of ....., 19.....,
(Country.)

and arrived at the port of ....., ..., on the .....
(Port of arrival.) (State.)

day of ....., 19....., on the vessel ....., of the ..... Line,

by first cabin ....., second cabin ....., steerage .....

.....
(If the alien arrived otherwise than by vessel, the character of conveyance or name of transportation company should be given.)

at which time my height was ..... feet ..... inches; complexion, ...; color of hair, ...;

color of eyes, ...; occupation, ...; destined to .....,
(City or town.)

....., and accompanied by .....;
(State.)

destined to .....
(Person or persons to whom destined.)

.....
(If the alien came under some other name than his own name, the name used on the steamship must be given here, or the record of arrival can not be found.)

.....
(If the alien arrived as a stowaway or deserting seaman, or in any other manner than as a passenger, please so state.)

5. I declared my intention to become a citizen of the United States on the ..... day of .....

19....., at ....., in the ..... Court of .....
(Location of court.)

(OVER.)

"Facts for Petition for Naturalization" Form

of our country. Special examiners test all candidates before the final hearing in court.

The applicant then receives his certificate of naturalization. This makes him a citizen, not only of the state in

6. I am _____ married. My wife's name is _____
(Petitioner, if a widower, should give the name of his wife when living, and state place of her birth, and fact of her death; if not married, he should enter "not" in first sentence.)

She was born on the _____ day of _____, 1____, at _____,
(City or town.)

_____, and now resides at _____,
(Country.) (Number and street.)

_____, _____. I have _____ children, and
(City or town.) (State or country.)

the name , date and place of birth, and place of residence of each of said children is as follows:

_____, born _____ day of _____, 1_____, at _____; resides at _____

_____, born _____ day of _____, 1_____, at _____; resides at _____

_____, born _____ day of _____, 1_____, at _____; resides at _____

_____, born _____ day of _____, 1_____, at _____; resides at _____

_____, born _____ day of _____, 1_____, at _____; resides at _____

_____, born _____ day of _____, 1_____, at _____; resides at _____

_____, born _____ day of _____, 1_____, at _____; resides at _____

7. I now owe allegiance to _____
(Name of sovereign and country of which alien is now a subject.)

8. I am able to speak the English language.

9. I have resided continuously in the United States since the _____ day of _____, 19____

and in the { Territory of / State / District } _____ since the _____ day of _____, 19____

10. I have _____ heretofore made petition for United States citizenship.

(If petitioner has heretofore made application for citizenship, the facts required should be fully stated in the following blanks:)

I previously petitioned for citizenship to the _____ Court, at

_____, _____
(City or town.) (State, Territory, or District.)

on the _____ day of _____, 1_____, which was denied for the following reason:

_____

The cause of such denial has since been cured or removed.

Give names, occupations, and residence addresses of two witnesses, citizens of the United States, who have known you for at least five years, last past, as a resident of the State in which petition is made, who will make affidavit that you are a person of good moral character, that you are qualified in every way to be admitted a citizen of the United States, and who will appear with you before the clerk when petition is filed and also be present at the hearing of the petition by the court.

If you have resided in the State in which petition is made for at least one year, last past, but less than five years, the two witnesses must verify the entire period of residence within said State, and the remaining portion of the five years' residence in some other State must be shown at the hearing by the testimony of the same or other witnesses appearing in person, or by depositions taken under section 10 of the naturalization act of June 29, 1906. The required form for notice to take depositions may be obtained from the clerk of court when petition is filed.

_____, _____, _____
(Name.) (Occupation.) (Residence address.)

_____, _____, _____
(Name.) (Occupation.) (Residence address.)

Names of witnesses who will be substituted by me if those appearing with me at the time of filing my petition for naturalization are unable to appear at the time of the hearing—

_____, _____, _____
(Name.) (Occupation.) (Residence address.)

_____, _____, _____
(Name.) (Occupation.) (Residence address.)

"FACTS FOR PETITION FOR NATURALIZATION" FORM—*Continued*

which he was naturalized, but of the whole United States. It also makes citizens of his children who are under twenty-one years of age and who were not born in this country. It does not make his alien wife a citizen.

The Oath of Allegiance.—The following is the oath of allegiance required of all applicants before they can be accepted by the court as citizens of the United States:

TAKING THE OATH OF ALLEGIANCE IN THE NATURALIZATION COURT

I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any sovereign, prince, potentate, state or sovereignity, and particularly to [*name of sovereign of country of birth or republic*] of which I have heretofore been a subject; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; and that I will bear true faith and allegiance to the same, so help me God.

After all the papers have been filled out and found satisfactory to the court the applicant receives a certificate like the one shown on page 301. This makes him a citizen of the United States of America, and he may now claim the protection of the United States Government wherever he may be.

The Certificate of Naturalization should be carefully preserved. It must be produced almost every time a foreign-born person desires to prove his citizenship, as,

No. 907510

To be given to the person naturalized.

THE UNITED STATES OF AMERICA

CERTIFICATE OF NATURALIZATION

Petition, Volume ..... Number .....

Description of holder: Age, ... years; Height, ... feet, ... inches; color, ... complexion, ... ; color of eyes, ... ; color of hair, ... visible distinguishing marks .....

Name, age and place of residence of wife .....

Names, ages, and places of residence, of minor children .....

ORIGINAL

UNITED STATES OF AMERICA)
SOUTHERN DISTRICT OF NEW YORK) SS:

(Signature of holder)

Be it remembered, that ..... Jewish, then residing at number ..... in the City Town of ..... State Territory District of ..... New York ..... who previous to his naturalization was a citizen subject of ..... having applied to be admitted a citizen of the United States of America pursuant to law, and also ..... Stated ..... term of the ..... District ..... Court of ..... the United States ..... held at ..... New York City ..... on the ..... day of ..... in the year of our Lord nineteen hundred and ..... the court having found that the petitioner had resided continuously within the United States for at least five years and in the State Territory District for at least one year immediately preceding the date of the filing of his petition, and that said petitioner intends to reside permanently in the United States, had in all respects complied with the law in relation thereto, and that he was entitled to be so admitted, it was thereupon ordered by the said court that he be admitted as a citizen of the United States of America.

In testimony whereof the seal of said court is hereunto affixed, on the ..... day of ..... in the year of our Lord nineteen hundred and ..... and of our Independence the one hundred and ..... .

Clerk.

(Official title of clerk)

DEPARTMENT OF LABOR

CERTIFICATE OF NATURALIZATION

for instance, when acting as a witness in naturalization proceedings, qualifying as a voter, obtaining passports, or applying for civil-service positions. A lost certificate may be replaced by application to the court by which it was issued and the payment of a fee.

Further Information on Naturalization.—1. An anarchist, one who is opposed to organized government, cannot become a citizen of the United States.

2. A polygamist, one who has more than one wife at the same time, cannot become a citizen.

3. A person convicted of a crime cannot become a citizen.

4. An alien, when applying for final papers, may alter

his name if he can give a satisfactory reason to the court. Notify the clerk before the final hearing for naturalization.

5. In case the petitioner has not lived in the state for five years, he may obtain the *depositions* of two witnesses in the other state or states in which he has lived. The clerk of the court will supply blanks for these depositions on request. The petitioner must, however, have with him two witnesses who have known him for at least one year in the state in which he applies for citizenship.

6. In case of the death, sickness, or inability of one or both of the witnesses, new witnesses may be used. The clerk of the court should be consulted before any changes are made.

7. Former members of the United States Army, Navy, or Marine Corps need not take all the steps for naturalization already mentioned.

8. Children born in this country are citizens, even though their parents are aliens.

9. Any woman who is a citizen of this country and marries an alien who is ineligible for citizenship loses her citizenship.

Voting.—Citizens may vote if they fulfill certain conditions. They must be at least twenty-one years of age. They must have lived in the state a certain length of time. In most states this is one year; in some it is less than one year. The different states have laws of their own as to the length of residence and other requirements for the suffrage.

Everyone who has fulfilled these conditions must also go to the proper clerk or registration officer to have his name placed on the list of voters. The right to vote is one of the most important rights that an American citizen can have. He should neglect none of its conditions and be sure to use all its privileges.

I Am An American[1]

Dr. Frank Crane

I am an American.

I belong to the United States of America, and am proud of it, because my country is great and strong, and its ideals are just and humane.

I love my country because it stands for liberty and against all forms of slavery, tyranny, and unjust privilege.

I love my country because it is a democracy, where the people govern themselves, and there is no hereditary class to rule them.

* * * * *

I love my country because it asks nothing for itself it would not ask for all humanity.

I love my country because it is the land of opportunity; the way to success is open to every person, no matter what his birth or circumstances.

I love my country because the oppressed of other countries are welcome here, and have all rights and privileges of native citizens if they obey our laws.

I love my country because every child in it can get an education free in its public schools, and more money is spent on training children here than in any other country.

* * * * *

I love my country because the workers are constantly striving to improve their condition, wages are higher here than anywhere else in the world, and men, women, and children have more to eat and are better clothed.

* * * * *

I love my country because life is protected, order is maintained, and property is secure.

I love my country because if any one is dissatisfied with things as they are he can change them, if he can induce enough people to agree with him.

* * * * *

I love my country because it interferes with no person's religion.

---

[1] Reprinted by permission.

I love my country because it gives me full opportunity to live my own life, and I wish so to live that I shall be of service to my country.

I love my country because its heroes are such characters as George Washington and Abraham Lincoln, who loved to serve and not to rule.

I will serve my country in any way I can. I will strive to be a good citizen, and will not do anything nor take part in anything that may wrong the public. I wish to live for my country.

IF NEED BE, I WILL DIE FOR MY COUNTRY.

Word Drill

naturalization	**fee**	**examiner**
intention	**petition**	**arrival**
landing	**applicant**	**polygamy**
alien	**residence**	**privilege**

Review Exercises

1. What is naturalization?
2. What should every individual do who comes to this country?
3. What are the benefits of naturalization?
4. How many steps are there in becoming a citizen? What are they?
5. What is the Declaration of Intention?
6. How old must a person be before he may fill out the Declaration?
7. Who may fill out the blank?
8. When do the "first papers" become void?
9. When may an alien petition for citizenship?
10. What certificate must first be obtained by those arriving after June 29th, 1906?
11. Where is this obtained?
12. What happens ninety days after filing a petition for naturalization?
13. To which court must you go?
14. How many witnesses must accompany the applicant? What are they for?
15. What is an oath?
16. What oath does a petitioner take?

17. What does the naturalization examination consist of?
18. When an alien man becomes a citizen of the United States, what happens to his family?
19. What protection has an American citizen in foreign countries?
20. Recite as many lines as you can of Dr. Frank Crane's "I am an American."
21. Who cannot become citizens of the United States?
22. When may an alien alter his name?
23. What happens to the citizenship of a woman who marries an alien?
24. What are the requirements for voting in our state?

CHAPTER XII

RELIGION

Religious Liberty.—The Constitution, which is the highest law in the United States, says that everybody shall be free to have his or her own church and his or her own religion. Amendment I states: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." The law does not try to tell anybody what church to attend or how to worship his God. All in this country are absolutely free to attend church or not as they prefer. Great numbers of people from other lands, like the Pilgrims of Plymouth, have come here to be free to worship as they please. We should, therefore, respect the religious views of others.

Church and State.—In many countries of Europe the Government helps some one church which is called the State Church. In the United States there can be no State Church. People are not taxed to support any church. The churches are supported by the gifts of the people who wish to help them. Everyone is free to give as much or as little as he wishes. The people believe it is a good thing to help the churches. For this reason church property is exempt from taxation.

Denominations.—There are all kinds of churches in this country. There is the Catholic Church, both Roman and Greek; the Protestant Church, with its many denominations; the Jewish synagogue; and churches of other religions that have been brought here from Europe and Asia. They all have the same liberty and the same rights

so long as they do not interfere with one another or attempt anything against the United States or the welfare of our people.

Church Work.—The churches do a great deal to help people to live good lives. They teach people what is right and what is wrong. They conduct missions to aid those who are poor, sick, out of work, or in trouble. They help strangers and foreigners to keep out of bad company. They encourage people to be good and kind and true and to treat others as they would like to be treated themselves.

Sunday Schools.—The Sunday schools are cared for by the churches and help to do the church work. They teach both children and grown people what the churches think will help them to live religious lives and be good citizens. Americans believe it is a good thing to encourage all kinds of religious work that helps people to live together more peaceably, to treat one another more kindly, and to be more happy.

Word Drill

religion	**worship**	**church**
Catholic	**Protestant**	**synagogue**
denomination	**Jewish**	**Greek**

Review Exercises

1. What does the Constitution say about religion?
2. Where is this statement found?
3. Why did the Pilgrims come to this country?
4. Did you have religious freedom in your native country?
5. What is a State Church?
6. Is there such a church in this country?
7. Who supports the churches in this country?
8. Is church property taxed?
9. Name some religious denominations in this country.
10. Describe the work of the churches in your neighborhood.

CHAPTER XIII

EMPLOYMENT

Pleasure comes through toil; when one gets to love his work, his life is a happy one.—RUSKIN.

Opportunities for Work.—In our country, because of its great size and varied industries, there is almost always work for everybody. There is very little room, however, for the lazy, shiftless fellow. Occasionally we may have "hard times" for a few weeks or months. Then some of the factories and workshops may close for a while, and in all kinds of business those who hire labor may not need so many workmen. The result is that some people will be out of work. But these hard times do not come often, nor do they last long. Most of the time those who learn how to do useful work will find work enough to do. If we keep ourselves strong and well; if we learn what kind of work is needed and how to do it; and if we are honest, faithful, and well behaved, we shall never be long without work.

Where to Find Work.—There are a number of ways to find employment. Look through the "Help Wanted" columns of the daily newspapers. There you will find very nicely arranged many calls for all sorts of help. Select a few advertisements in your line of work. Put the names and addresses of the firms on a piece of paper. Go to these places as quickly as possible. Ask to see the proprietor, superintendent, manager, or other person in charge of employment. If he needs help, he will ask you many questions about your experience, wages, and

references. Be sure to tell the truth, because it is right, and besides the employer may investigate your statements later.

Another way to obtain work is to visit the public employment bureaus maintained by many states and cities. These are much better than the private agencies. Your teacher will direct you to the nearest office. The

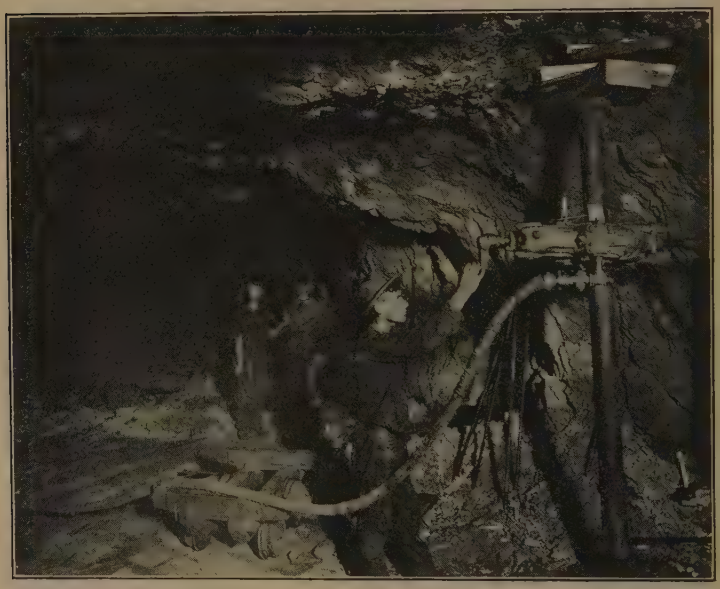
Courtesy of the J. G. White Engineering Corporation

DAM CONSTRUCTION ON THE OCMULGEE RIVER, GEORGIA

public employment offices give their help free of charge to both workmen and employers. Aliens as well as citizens may receive these benefits.

If you go to a private employment agency, make sure that it is a reliable one. Do not sign any contracts or agreements unless you fully understand what they mean. Sometimes these contracts require you to pay a big part of your wages to the agency for its service in getting you a job.

Many of the large, and even some small, plants in our community conduct their own employment bureaus. Go directly to these places. If you are not successful at one office, go to another. Do not become discouraged. "If at first you don't succeed, try, try again."



Photograph from Ewing Galloway

COPPER MINING IN THE GREAT ANACONDA MINE AT BUTTE, MONTANA

The Industrial Centers.—In the large towns and cities of the eastern part of the United States the main business is some kind of manufacturing. There is great need for workmen who can do work in all kinds of mills and factories and shops.

At first the beginner must not expect to earn large wages because he has to learn the business, but as soon as he has learned to do good work, he can earn good wages. A man must learn to be a skilled workman if

he would get the best positions. Unskilled workmen usually learn this and want their children to be educated and trained to do skilled work.

In the Southern and Western States farming and mining are now making a great demand for laborers. In South Carolina, Georgia, Florida, Alabama, Tennessee, Texas, in fact all over the Southern States, the farmers are inviting immigrants from Europe to come and settle.

Courtesy of the United States Department of Agriculture

A Dairy Farm in Pennsylvania

They have millions and millions of acres of good land that cannot now be cultivated because there are not laborers enough. Here, too, the immigrants can find more healthful and pleasant homes for themselves and their families than in the great cities like New York, Chicago, or Boston, where they often have to live closely crowded in unhealthful tenements. In the towns and small cities of these Southern States there are good opportunities for shopkeepers and all kinds of laborers.

In the coal mines of Texas and Oklahoma and in the mining centers of Arizona, Montana, and other states of the West good workmen are much needed. The South and the West are but thinly settled. This is why they now need so many laborers.

For many years a number of departments of the United States Government have been busy finding out where

Courtesy of the United States Forest Service

LUMBERING IN THE PINE FORESTS OF OREGON

laborers are needed in all parts of the country. They do this in order to help foreigners who come to this country to find work. Any immigrant who wants to find work can inquire of the Bureau of Immigration, Division of Information. The officers will help thousands of laborers to go where their work is needed and where they can find good homes and learn to be good American citizens. These people must then learn to live and to

act as good Americans do in order to get the most good out of life in America.

It is well for all to remember that there is always "room at the top." This means that those who educate themselves to do the best work in every business, trade, or occupation will "rise in the world" and find that they can be successful. There is no other country in the world that offers so many opportunities for the advancement of the right kind of workman. If you work faithfully and intelligently, you will succeed and advance.

Word Drill

employment	**factory**	**workshop**
advertisement	**manager**	**agency**
superintendent	**experience**	**reference**
Oklahoma	**Montana**	**Arizona**

Review Exercises

1. What did Ruskin say about work?
2. What are the opportunities for work in this country?
3. What are "hard times"?
4. What happens during such a period?
5. Tell different ways of finding work.
6. Where is the nearest public employment bureau?
7. Why is this better than a private agency?
8. If you go to a private agency, what kind should it be?
9. What should you do before you sign any contract?
10. What is the main business in the eastern United States?
11. What kind of workmen get the best positions?
12. Where is there a great demand for laborers? Why?
13. What kind of homes can immigrants find there?
14. What bureau of the National Government helps immigrants find work?
15. What is meant by "room at the top"?
16. How must one work to succeed and advance?

CHAPTER XIV

BUSINESS METHODS

Making Contracts.—In doing business we must make a great many bargains and agreements with others. Often a long time must pass after an agreement is made before it is all carried out. Sometimes people forget their agreements. Sometimes they are unwilling to carry them out. For this reason the law makes certain rules that should be followed in making bargains and contracts. If these rules are followed, the courts will make the parties keep their agreements.

Signing Papers.—We should be very careful about signing any papers. Never sign anything unless you know what it says. If you cannot read or understand the contents of a paper, get someone who can to read it and explain it to you. This may save you some money and a great deal of trouble.

Nature of a Contract.—When two persons make an agreement in which one says that he will do something for the other in return for something which he is to receive from the other, such an agreement is called a *contract.*

If the agreement is an ordinary bargain, such as when one person sells another a certain article for which the other agrees to pay a certain price in a short time, the agreement does not have to be in writing. A verbal contract is good in law, and the courts will enforce it if they have proof that it was made and understood by both parties. Verbal contracts, however, are never as safe as written ones, because if there is a dispute, it is hard to

prove just what the agreement was. Verbal contracts should be made only when we know that we are dealing with persons who are thoroughly reliable and when the amount of property involved is small and the time between the making of the agreement and the settlement is to be short.

Written Contracts.—There are some kinds of contracts that the law says must be in writing. If they are not written, the courts will not help enforce them. For instance:

1. Every contract to sell real estate must be in writing.
2. Every contract that is not to be carried out until a year or more after it is made must be written.
3. A lease for a house, a store, or any other property is not good for more than one year unless it is in writing.
4. An agreement to be responsible for another person's debts must be in writing.

Void Contracts.—Some contracts are not good even when made in writing. For example, the law will not compel a man to try to do what is impossible even though he has made a bargain to do it. If a man agrees to do something that is contrary to law, his agreement is worthless. If drunken or insane persons or idiots make contracts, the law will not enforce such contracts against them; on the contrary, it will protect them against others who try to take advantage of them. A contract made with a minor (a person who is under twenty-one years of age) is not good against the minor unless it is for things that are necessary for a minor to have, such as food, clothing, or education.

Form of Written Contracts.—The law does not require any particular form for a written contract. Any writing that shows clearly just what each party agrees to do for the other and when and where it is to be done is a good contract if it is signed by both parties.

Credit.—When we go to the bakery and buy a loaf of bread or to the shoe store for a pair of shoes, we usually carry the money and pay for what we buy. When the storekeeper buys a large quantity of goods for his store, he does not, as a rule, pay at once. Almost all people in business who buy and sell large quantities of goods trust one another. They buy and sell on *credit.* This means that if we are in business and buy goods, the man who sells them to us will wait a certain time before he asks for his money.

Bank Checks.—Before the end of this time we usually send him a *check* for what we owe him. The man from whom we bought the goods may live in a far distant city. Instead of sending him our money, we keep a sum of money in a bank. This sum must be large enough to pay all we owe. When it is time to pay, we send the man a paper called a check, which is really an order to our bank to pay our *creditor* or his agent the sum of money due. This paper the man can send to his own bank, which will then get the money for him from our bank.

The following is the form of a check. If Henry Jones lives in Newark, New Jersey, and keeps his money in The Merchants and Manufacturers Bank and owes Richard Smith $50.75, his check would read like this:

55-7

No. 75 NEWARK, N.J. April 10 1922

MERCHANTS AND MANUFACTURERS NATIONAL BANK

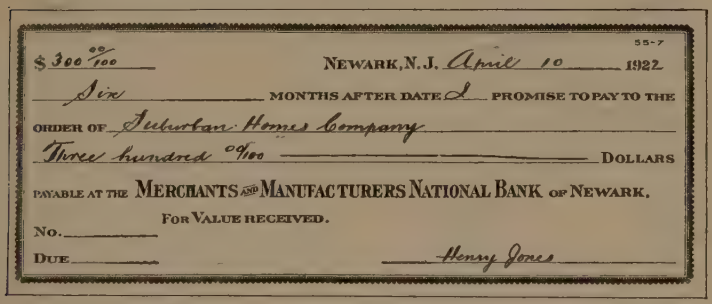
PAY TO THE ORDER OF Richard Smith $50 75/100

Fifty 75/100 DOLLARS

Henry Jones

Of course, we must always have the money in our bank before we can give another person a check. If we do not, neither the bank nor other people will trust us, and we shall have to pay cash for all we buy. It is a crime to issue a check if there is not a sufficient amount of money in the bank to cover it.

Notes.—There is another way to pay for property if we do not have the money on hand. If people know that we are honest and can pay them later when they want the money, they will sell us property and take our *note.* A note is a promise in writing to pay at a later time. The following is the form of a note:


55-7

$ 300 00/100 NEWARK, N.J. April 10 1922

Six MONTHS AFTER DATE I PROMISE TO PAY TO THE

ORDER OF Suburban Homes Company

Three hundred 00/100 DOLLARS

PAYABLE AT THE MERCHANTS AND MANUFACTURERS NATIONAL BANK OF NEWARK.

FOR VALUE RECEIVED.

No.

DUE

Henry Jones

Sometimes we have to pay interest to the man who waits for his money. Perhaps we pay five per cent (5%) a year. If there is to be *interest,* this must also be mentioned in the note. When we give a man our note, we ought always to be quite sure that we can pay it when due. After they are due, we must pay interest on all notes. If we wait a long time and pay interest, this may amount to a large sum of extra money that we must pay.

Deeds and Mortgages.—When a person buys real estate, that is, land and houses, he receives a *deed* showing what he owns. This deed must be taken to the town clerk or the city registrar and *recorded.* If the purchaser does

not have the money to pay for the house or land, he gives a note and also gives a *mortgage* to the man who sells him the property. The mortgage is a kind of deed which gives the seller a right to take the property again and sell it to some one else if the purchaser does not pay his note on time. Poor people should be very careful about giving mortgages.

A Lease.—A lease is a contract by which one person grants to another person for a length of time the use of certain real estate such as land, buildings, stores, or rooms.

The lease should contain the names of the parties, a description of the property to be used, the term during which the lease is to run, the arrangements for the payment of rent, and any other agreements. If the lease is for a period longer than one year, it should be recorded with the town clerk or the city registrar.

Savings Banks.—Have you noticed some of the children in your community always wearing insufficient and ragged clothing? This is sometimes caused by the fact that the parents are too poor to provide anything better. But this is not always the reason. In many families the parents do not spend their earnings wisely. Sometimes, very unfortunately, the father gambles and loses a large part of his pay. The mother, perhaps, does not know how to buy food and clothing economically. The children in many families spend too much for candies and motion-picture shows.

No matter how little we earn, we should make it a point to put away regularly some part of our wages for "a rainy day." We can never tell what may happen. We should always be prepared against unemployment or sickness. Start a savings account. Savings banks are the poor man's friends. Some people very foolishly carry large sums of money in their pockets or hide their savings at home. The safest thing to do is to deposit savings in a bank.

The savings banks take our money and lend it to business men and use it in other ways that will bring them a profit. They pay us interest for the use of our money and keep it safe for us. By putting money in these banks people save enough to buy themselves good homes and to take care of themselves when they are old. There is one thing to be careful about. Do not put money in a bank unless the men who manage it are honest.

The United States Post Office also receives money, and the Government guarantees to keep it safe and to pay interest on it.

Sending Money.—The safest way to send money either to places within the United States or in other countries is by the use of *money orders* sold by any post office, express company, or public bank. Do not take any chances by sending your money any other way.

Insurance.—Another way of saving money is by *insurance.* By paying a small sum, called the *premium,* we may insure our homes, furniture, or other property against loss by fire, usually for a period of one year. This is known as *fire insurance.* The premiums of a great number of persons all over the country amount to a large sum of money, out of which the insurance company pays the different individual losses as they occur. Every practical business man and householder protects himself against losses by fire. No matter how careful we ourselves may be, there is no telling what may happen to our property through the carelessness of some other person. The insurance company issues a *policy* to the insured party which tells how much the company will pay in case of a loss by fire. This is really a contract and should be carefully preserved.

We should also insure our families or others dependent upon us against loss through our death. This is called *life insurance.* Under one form of life insurance, called

the *endowment plan,* we may ourselves receive the full amount stated in the policy at the end of a certain period which is also mentioned in the policy, usually ten, fifteen, or twenty years, if we live that long. Should we die before the period expires, then those who benefit by the insurance, called the *beneficiaries,* receive the full amount of the policy without any further payment of premiums. Just as in the case of fire insurance, the premiums that we and other policyholders pay to the insurance company make a fund, which is greatly increased by investment, from which all losses are paid.

We may also insure ourselves or our dependents against loss through our injury while at work or otherwise. This is known as *accident insurance.* There are many other forms of insurance besides those mentioned here. In placing any insurance we should do so only through reliable agents, or *brokers.*

The business of insurance companies is regularly investigated by the state government, and many laws have been passed for the protection of those who are insured. Many large corporations all over the country issue life-insurance policies to their employees free of all charge. In many of our states every workman is protected against loss of wages resulting from injury while he is employed. He is also repaid for expenses for doctors and medicine. This is known as *workmen's compensation insurance.* The employers pay for this insurance, not the workmen.

Corporations.—Companies of business men called *corporations* do a large part of the business in America. When a group of men want to form a corporation, they go to the state legislature or to some state officer and get a *charter.* This tells what kind of business they want to do. The laws tell them how they must do it.

These companies usually sell shares in their business to the public. These shares are called *stock.* If the value

of one share is $100, we can buy it at that price. At the end of a year, if the company has done a good business, the profits are divided among the stockholders, that is the people who own the shares. Their part of the profit is called the *dividend*. If they want their money back, they can sell their share or shares to someone else. If their dividend was large, they can get more than $100 for each share. If their dividend was small, they may have to sell for less than they paid.

Receipts.—When we pay a man any sum of money, we should always get a receipt from him to prove that we have paid it.

Word Drill

contract	**agreement**	**bargain**
credit	**check**	**savings**
deed	**mortgage**	**interest**
corporation	**charter**	**stock**
share	**profit**	**dividend**
company	**stockholder**	**receipt**
insurance	**premium**	**policy**
injury	**dependent**	**broker**
per cent	**compensation**	**investment**

Review Exercises

1. Is it proper for people to fail to carry out agreements they have made?
2. When the agreements have been made according to law, what will the courts do?
3. Why should you be careful about signing papers?
4. If you cannot read or understand an agreement, what should you do?
5. What may this save you?
6. What is a contract?
7. Have you ever made any? Describe one.
8. Which are safer, verbal or written contracts? Why?
9. Under the law, what contracts must be in writing?

10. Name some contracts that will not be enforced under the law.
11. Is there any special form for a written contract?
12. What is credit?
13. What is a bank check?
14. What must we have in the bank before we can issue a check?
15. What may happen to a person who issues a check without a sufficient amount in the bank?
16. When is a note used?
17. What is interest?
18. What is a deed? A lease? What should be done with them?
19. What is a mortgage?
20. Why do some of the children in your community always wear insufficient and ragged clothing?
21. No matter how little you earn, what should you do with part of your wages?
22. What do you mean by a "rainy day"?
24. Is it safe to carry a large sum of money in your pocket? Why?
24. What is the safest thing to do with money?
25. What does the bank do with our money?
26. What do they pay us?
27. Before you deposit money what should you be sure of about the bank?
28. Where else may you deposit money?
29. Is the United States Postal Savings Bank safe? Why?
30. What is the safest way to send money?
31. What is a corporation?
32. How are they organized?
33. What do you mean by insurance?
34. Do you carry any insurance? What kind? Why?
35. When you pay your first premium what should you receive from the company or its agent?
36. Why is insurance one way of saving money?
37. What is workmen's compensation insurance?
38. Does our state provide for this form of insurance?
39. Why is a receipt for payments necessary?

CHAPTER XV

THE UNITED STATES POSTAL SERVICE

Postal Organization.—Under the United States Constitution Congress alone has the right to establish and maintain post offices and to make regulations concerning them. All who work in post offices throughout the country are employees of the United States Government.

At the head of the postal service is the Postmaster-General, whose office is in Washington. He is a member of the President's Cabinet.

The post office does much business apart from selling postage stamps and receiving and delivering letters.

Registering Mail.—It is advisable to *register* at the post office all valuable letters and sealed parcels sent anywhere in the world. The fee for this special service is fifteen cents in addition to the regular postage for domestic articles valued at $50 or less, and twenty cents for a valuation up to $100. For articles addressed to foreign countries the fee is ten cents. Upon request by the sender and for an extra fee of three cents, he will receive a receipt signed by the person to whom the mail was sent, showing that it was delivered.

In case of the loss of or damage to registered mail addressed to a person living in the United States, the Government will repay the sender the value of the contents up to $100. If the mail is addressed to a person living in a foreign country, the value of the matter lost is paid for up to $9.65. Few registered letters are lost because every employee handling such letters signs a receipt and must be able to show to whom he gave them.

Parcel-Post Service.—The "parcel-post law" permits the Post Office Department to accept and deliver packages as well as letters. This affords a very cheap, convenient, and quick way of sending packages containing merchandise, including farm and factory products.

Parcel-Post Insurance.—The Government is not responsible for the safe delivery of these parcels unless they are insured by paying a very small extra fee. A person who sends such a parcel will be paid for it if it is lost or damaged before it is delivered to the party to whom it is addressed. You must tell the clerk at the post office if you want a parcel insured. You must also state what is in the package and its value. After you pay the charges, you will be given a receipt for the insured parcel.

If the goods are worth $5 or less, you pay but 5 cents for the insurance; 8 cents for a value between $5 and $25; 10 cents for a value between $25 and $50; and 25 cents if the parcel is worth between $50 and $100. This fee for insurance, you must remember, is in addition to the regular postage for mailing the parcel, which is based upon its weight and the distance it is to be carried.

Be sure to keep the receipt. In case the parcel is lost or the contents damaged, go to the post office with the receipt and make your complaint to the proper clerk.

The post office will send you a receipt from the person to whom you send a parcel showing that he has received it if you mark on the wrapper "Return Receipt Requested." There is a charge of 3 cents for this service.

Special Delivery.—Special delivery is a very quick delivery of mail by special messengers. By affixing a ten-cent *special delivery stamp* or by using ten-cents worth of ordinary stamps and adding the words "Special Delivery," the letter or parcel weighing not more than two pounds will be so forwarded. A charge of 15 cents is made up to ten pounds, and 20 cents above that weight.

C. O. D. Service.—The post office will also accept a parcel to be paid for when delivered. C. O. D. means "collect on delivery." Carry the package to the post office and tell the clerk that you want it sent "C. O. D." The value of this package, if not more than $100, will be collected by the postman from the person to whom it is

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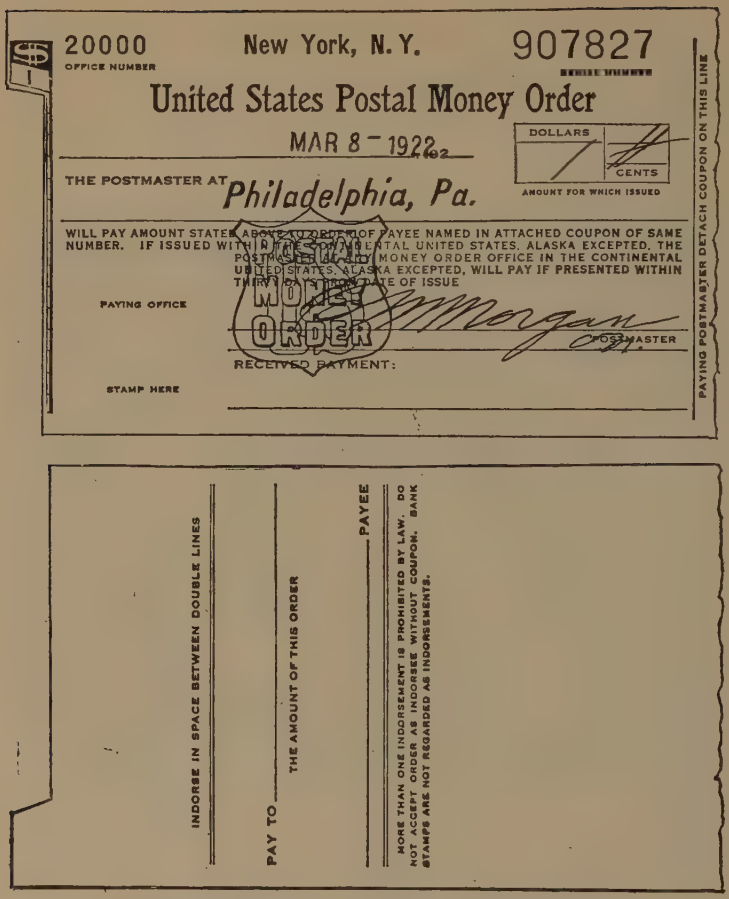
INTERIOR OF A UNITED STATES RAILWAY MAIL CAR

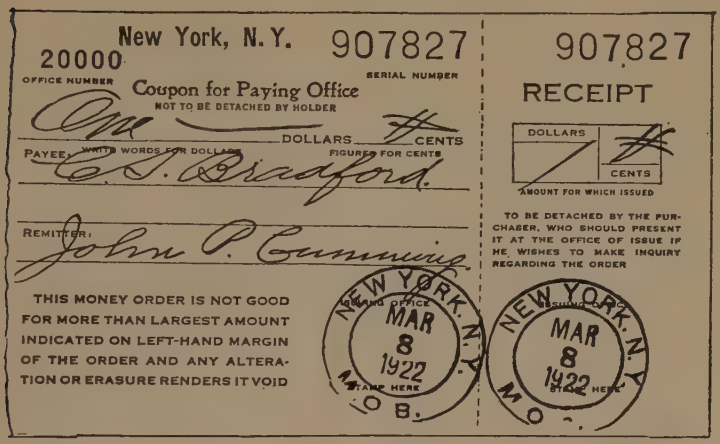
sent. The money will then be returned to you. If the parcel is lost or damaged, the Post Office Department will repay you up to the amount for which the fee was paid. For this C. O. D. service the clerk will charge you 12 cents besides the postage to send the package if the amount to be collected is not over $10, 15 cents if the amount is between $10 and $50, and 25 cents if the amount is between $50 and $100.

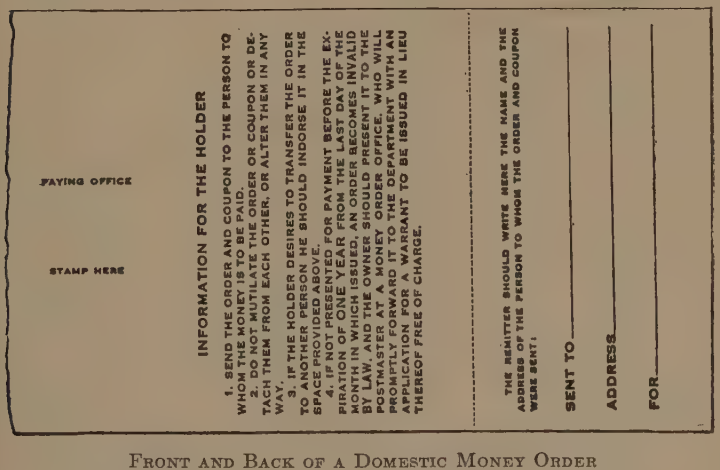

20000
OFFICE NUMBER
New York, N. Y.
907827
United States Postal Money Order
MAR 8 - 1922
DOLLARS
CENTS
AMOUNT FOR WHICH ISSUED
THE POSTMASTER AT Philadelphia, Pa.
WILL PAY AMOUNT STATED ABOVE TO ORDER OF PAYEE NAMED IN ATTACHED COUPON OF SAME NUMBER. IF ISSUED WITHIN THE CONTINENTAL UNITED STATES, ALASKA EXCEPTED, THE POSTMASTER AT ANY MONEY ORDER OFFICE IN THE CONTINENTAL UNITED STATES, ALASKA EXCEPTED, WILL PAY IF PRESENTED WITHIN THIRTY DAYS FROM DATE OF ISSUE
PAYING OFFICE
MONEY ORDER
Morgan
POSTMASTER
RECEIVED PAYMENT:
STAMP HERE
PAYING POSTMASTER DETACH COUPON ON THIS LINE
INDORSE IN SPACE BETWEEN DOUBLE LINES
PAY TO
THE AMOUNT OF THIS ORDER
PAYEE
MORE THAN ONE INDORSEMENT IS PROHIBITED BY LAW. DO NOT ACCEPT ORDER AS INDORSEE WITHOUT COUPON. BANK STAMPS ARE NOT REGARDED AS INDORSEMENTS.

FRONT AND BACK OF A DOMESTIC MONEY ORDER

Money Orders.—Never send money by mail. It is very unsafe to do so. Use the *money-order* system. This is a safe, cheap, and very convenient way of forwarding money to all parts of the United States and its possessions and to foreign countries as well.

There are two forms of money orders, domestic and





FRONT AND BACK OF A DOMESTIC MONEY ORDER

Note the receipt stub, which is to be retained by the purchaser.

international. Domestic money orders are payable in the United States, in its possessions, and in a number of smaller places. International money orders are payable everywhere else in the world. Nearly all post offices sell money orders.

(Form No. 6001)

Post Office Department **No.** .....

THIRD ASSISTANT POSTMASTER GENERAL

DIVISION OF MONEY ORDERS

Stamp of Issuing Office

The Postmaster will insert

DOLLARS	CENTS

here .....
the office drawn on, when the office named by the remitter in the body of this application is not a Money Order Office.

Spaces above this line are for the Postmaster's record, to be filled in by him.

Application for Domestic Money Order

Spaces below to be filled in by purchaser, or, if necessary, by another person for him

Amount

..... Dollars ..... Cents

Pay to Order of } .....
(Name of person or firm for whom order is intended)

.....

Whose Address is } No. ..... Street

Post Office } .....

State .....

Sent by .....
(Name of Sender)

.....

Address of sender } No. ..... Street

PURCHASER MUST SEND ORDER AND COUPON TO PAYEE

FORM OF APPLICATION FOR DOMESTIC MONEY ORDER

Before a money order can be purchased at the post office, an application form must be filled out and presented at the money-order window. Money orders may be purchased for any amount up to $100. For larger

sums you must obtain additional orders. In rural sections where there are no post offices, the orders may be obtained through the rural mail carriers.

The fees for domestic money orders are as follows:

From	1c. to $2.50..... 5c.	From	$20.01 to $40.....15c.
	$2.51 to $5 ..... 7c.		$40.01 to $60.....18c.
	$5.01 to $10 .....10c.		$60.01 to $80.....20c.
	$10.01 to $20 .....12c.		$80.01 to $100.....22c.

For rates on foreign money orders inquire at the nearest post office. They vary for different countries.

The person presenting a money order for payment, if unknown, must identify himself to the satisfaction of the clerk.

Postal Savings.—The safest savings bank in the world is the United States Postal Savings Bank. The Government guarantees the deposits. Branches of this bank are found in almost every post office in the country. Interest is paid at the rate of two per cent a year and begins on the first of the month after each deposit is made. No interest is paid for a part of a year.

Any person who is ten years of age or older may become a depositor in his own name. An account is opened upon payment of at least one dollar. No more than $2,500 may remain to the credit of any one person.

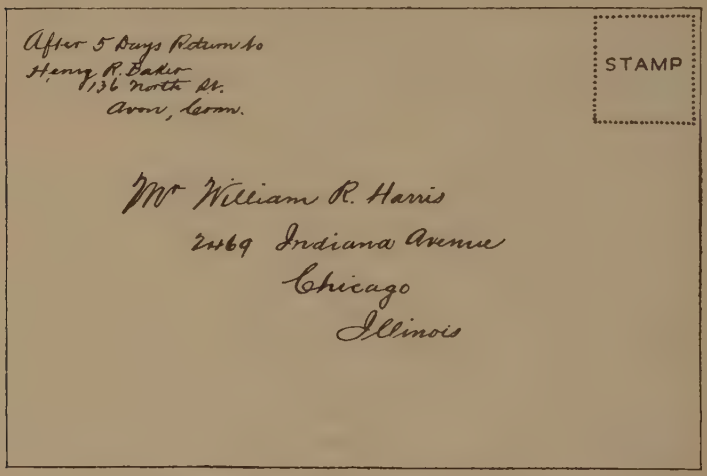
Married women may be interested to know that their accounts in the postal savings bank are free from control or interference by their husbands. Post-office employees are forbidden by law to give any information concerning any depositor's account.

When an account is first opened, the depositor must appear personally. After that he need not come himself when depositing money. For every deposit a *postal savings certificate* is issued to the depositor. This serves as a

receipt. If certificates are lost, stolen, or destroyed, notify the post office and new certificates will be issued in their place.

The postal bank sells *postal savings stamps* at ten cents each. A savings card with ten stamps attached will be accepted as a deposit of one dollar.

At any time, without any previous notice, a depositor may withdraw all or any part of his savings from the postal savings bank holding his account.



THE PROPER WAY TO ADDRESS AN ENVELOPE

Care in Sending Mail.—You should be very careful in addressing and preparing letters and parcels for mailing. Millions of such articles are undelivered every year because they have not been properly prepared for mailing or because they have been carelessly addressed.

Be sure to write fully and plainly in ink the name of the person addressed, his street and number, city, and state. Mention the post office if the mail goes to a place where there are no street numbers.

Then, too, if you are sending the mail, place your name and address in the upper left-hand corner of the envelope or parcel wrapper so that if the person addressed cannot be found the mail will be returned to you.

It is required that sufficient postage stamps be affixed to the mail matter before it is mailed.

Forwarding Mail.—When moving from one place to another, it is advisable to call at the post office and notify the clerk of your change of address. By so doing any mail sent to your old address will be forwarded to the new place.

Fines for Defrauding.—Persons who try to defraud the Post Office Department are liable to heavy fine or imprisonment.

Word Drill

postmaster	**postage**	**letter**
register	**parcel**	**insured**
defraud	**sufficient**	**plainly**

Review Exercises

1. Can our city establish a post office? Why not?
2. Who employs the mail carrier?
3. Who is at the head of the Post Office Department?
4. Do you know his name?
5. Where is his office?
6. Tell what business you can transact at our local post office.
7. What is registered mail? What is the charge for this service?
8. What is parcel post?
9. When is the Government responsible for the safe delivery of parcels?
10. What is the special-delivery service?
11. What is C.O.D. service?
12. What is a safe way of sending money?

13. What must you do before you can purchase a money order?
14. What are the two forms of money orders?
15. What is the safest bank in the world? Why?
16. What interest is paid? When does interest begin?
17. Who may become a depositor?
18. What payment opens an account?
19. Can a man interfere with his wife's account in the postal savings bank?
20. Why should you be careful in addressing mail?
21. In order that undelivered mail may be returned to you, what must you place on the envelope or wrapper?
22. When you move from one place to another, what should you leave at the post office?
23. What happens to persons who defraud the Post Office Department?

CHAPTER XVI

DAYS TO REMEMBER

January 19th	*Birthday of Robert E. Lee*
February 12th	*Birthday of Abraham Lincoln*
February 22nd	*Birthday of George Washington*
April 26th	*Confederate Memorial Day*
May 30th	*Decoration Day (Memorial Day)*
June 14th	*Flag Day*
July 4th	*Independence Day*
First Monday in September	*Labor Day*
October 12th	*Columbus Day*
First Tuesday after the first Monday in November	*Election Day*
Last Thursday in November	*Thanksgiving Day*
November 11th	*Armistice Day*

Review Exercise

Without looking at the list above, name the important days to be remembered as holidays in our state. Tell all you can about each date.

CHAPTER XVII

THE UNITED STATES FLAG

There is a flag in every land,
There is a flag of every hue,
But there is no flag in any land
Like our own Red, White and Blue.

The first flag of the United States was made by Betsy Ross, in Philadelphia, at the request of Washington. It was adopted by the Continental Congress on June 14th, 1777.

Look at the flag. There are thirteen stripes, alternate red and white. How many red stripes are there? How many white ones? In a field of blue in the upper left-hand corner there are forty-eight white stars.

The thirteen stripes represent the original thirteen states, which, you remember, formed the Union. In this way the flag tells a part of the story of our country.

The forty-eight stars represent the present forty-eight states forming the United States. If, in the future, a new state should be added to the Union, then another star will be added to the flag on the July 4th following the admission of the new state.

Sometimes you will hear people refer to the flag as "Old Glory" or the "Red, White and Blue," representing freedom and justice to all.

June 14th, the anniversary of the flag's adoption, is known as Flag Day. On this day American flags are displayed everywhere, and patriotic exercises are held.

You will find the Stars and Stripes waving over every school and over every Government building throughout this country and in many places all over the world.

We all love the flag and should honor and protect it at all times.

THE FLAG GOES BY[1]

Henry Holcomb Bennett

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky:
Hats off!
The flag is passing by!

Blue and crimson and white it shines,
Over the steel-tipped, ordered lines.
Hats off!
The colors before us fly;
But more than the flag is passing by:

Sea-fights and land-fights, grim and great,
Fought to make and to save the State:
Weary marches and sinking ships;
Cheers of victory on dying lips;

Days of plenty and years of peace;
March of a strong land's swift increase;
Equal justice, right and law,
Stately honor and reverend awe;

Sign of a nation, great and strong
To ward her people from foreign wrong:
Pride and glory and honor,—all
Live in the colors to stand or fall.

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums;
And loyal hearts are beating high:
Hats off!
The flag is passing by!

---

[1] Reprinted by permission of Laidlaw Brothers, publishers.

During the War of 1812 between this country and Great Britain, Francis Scott Key wrote "The Star-Spangled Banner," in honor of our flag, after watching an attack by British warships on an American fort. The words were later set to music and became one of our national songs.

THE STAR-SPANGLED BANNER

Francis Scott Key

Oh! say, can you see by the dawn's early light
  What so proudly we hailed at the twilight's last gleaming,
Whose broad stripes and bright stars through the perilous fight,
  O'er the ramparts we watched, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh! say, does the star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore, dimly seen through the mists of the deep,
  Where the foe's haughty host in dread silence reposes;
What is that which the breeze, o'er the towering steep,
  As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines in the stream—
'Tis the star-spangled banner; oh! long may it wave
O'er the land of the free and the home of the brave.

And where is that band who so vauntingly swore
  That the havoc of war and the battle's confusion,
A home and a country should leave us no more?
  Their blood has washed out their foul footsteps' pollution.
No refuge could save the hireling and slave
From the terror of flight, or the gloom of the grave,
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave.

Oh! thus be it ever when freemen shall stand
  Between their loved homes and the war's desolation;
Blest with victory and peace, may the Heav'n-rescued land
  Praise the Power that hath made and preserved us a nation.
Then conquer we must when our cause it is just,
And this be our motto, "In God is our Trust."
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave.

Let us run high the old Flag, the old, the true Flag; the flag of George Washington and Abraham Lincoln; the Flag of the government of, for, and by the people; the Flag of national faith held sacred and of national honor unstained; the Flag of human rights and of good example to all nations; the Flag of true civilization, peace, and goodwill to men.—CARL SCHURZ.

Word Drill

Philadelphia **Union** **anniversary**

Review Exercises

1. Who made the first flag of this country?
2. At whose request was it made?
3. When and by whom was it adopted?
4. Describe the present United States flag.
5. What do the stripes represent?
6. What do the stars represent?
7. How many stars are there?
8. Why is this country called the United States?
9. What will happen to our flag should another state be added to the Union?
10. What names are sometimes applied to the flag?
11. What does the flag represent?
12. When is the anniversary of the flag's adoption?
13. What is this day called?
14. What takes place on this day?
15. Where will you find the Stars and Stripes?
16. Do you love the flag? Why?
17. Who wrote "The Star-Spangled Banner"? When?

THE AMERICAN'S CREED

I BELIEVE IN THE UNITED STATES OF AMERICA AS A GOVERNMENT OF THE PEOPLE, BY THE PEOPLE, FOR THE PEOPLE, WHOSE JUST POWERS ARE DERIVED FROM THE CONSENT OF THE GOVERNED; A DEMOCRACY IN A REPUBLIC, A SOVEREIGN NATION OF MANY SOVEREIGN STATES, A PERFECT UNION, ONE AND INSEPARABLE, ESTABLISHED UPON THOSE PRINCIPLES OF FREEDOM, EQUALITY, JUSTICE AND HUMANITY FOR WHICH AMERICA'S PATRIOTS SACRIFICED THEIR LIVES AND FORTUNES.

I THEREFORE BELIEVE IT IS MY DUTY TO MY COUNTRY TO LOVE IT, TO SUPPORT ITS CONSTITUTION, TO OBEY ITS LAWS, TO RESPECT ITS FLAG, AND TO DEFEND IT AGAINST ALL ENEMIES.

—William T. Page

PLEDGE OF ALLEGIANCE TO THE FLAG

I PLEDGE ALLEGIANCE TO THE FLAG OF THE UNITED STATES AND TO THE REPUBLIC FOR WHICH IT STANDS, ONE NATION, INDIVISIBLE, WITH LIBERTY AND JUSTICE FOR ALL.

PLEDGE OF LOYALTY TO THE CITY

I WILL BE FAITHFUL TO MY CITY IN WORD, THOUGHT, AND DEED. I WILL DEFEND ITS FAIR NAME AT ALL TIMES. I WILL DO ALL IN MY POWER TO MAKE MY CITY THE BEST, THE CLEANEST, THE FOREMOST CITY IN THE WORLD.

—I. David Cohen

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INDEX

Achievements, American, great, 150–159
Airplane, invention of, 154
Allegiance, oath of, 300
Amendments to the Constitution, 182
"*America,*" 178
America's Birthday, 76
"*American's Creed,*" 338
"*Anarchy,*" 286
Appeal of cases, 266
Armaments Conference, 168
Armistice, World War, 167
Automobile, development of, 154

Bail, 266
Balboa, Vasco, 15
Ballot, secret, 262
Baltimore, Lord, 39
Banks, savings, 318
Bell, Alexander Graham, 158
Boston Massacre, 73
Boston settled, 37
Bunker Hill, Battle of, 75
Burbank, Luther, 156
Burgesses, House of, Virginia, 33
Burgoyne's surrender, 83
Business methods, 314–321

Cabinet, President's, 221
Cable, ocean, 158
Cabot, John and Sebastian, 22
Canal, Panama, 147, 158
Canals, 158
Cartier, Jacques, 25
Caucus, 240
Champlain, Samuel de, 25
Charters, city, 244
Check, bank, 316
Citizens, duty of becoming, 284
— how to become, 294–300
— who cannot become, 301
City government, 244–253
— — commission form of, 248–251
— manager, 251
Civil cases in court, 267
Civil War, the, 124–130
Colleges, 278
Colonial policy of England, 55–58
Colonies, government of, 54
Colonists, homes of, 50
— occupations of, 50
— social customs of, 52
Columbus, Christopher, 9–12
Commerce, Interstate, 234
Commission government, 248–251
Confederate States, 124–126
Confederation, Articles of, 179
Congress, meetings of, 205
— membership of, 207
— powers of, 212–214
Congressional committees, 207
Connecticut settled, 38
Constantinople, capture of, 8
Constitution, the first written, 44–47
— of the United States, 185–202
Constitutions, state, 234

Continental Congress, First, 72
— Second, 74
Contracts, 314
Conventions, party, 260
Corporations, 320–321
Cornwallis, General, 84
Coronado, Francisco, 17–18
Cotton gin, invention of, 154–155
Courts, necessity of, 263
— probate, 268
— state, 238
— United States, 229–231
Credit, 316
Criminal cases in court, 264–267

Decisions, court, 266
"*Declaration of Independence*," 77–81
Deeds, 317
Delaware settled, 41
De Narvaez, Panfilo, 16
De Soto, Hernando, 16
Draft, army, 162
Drake, Sir Francis, 22

Edison, Thomas A., 159
Education, 270–283
— in colonial times, 51
Election Day, 258–261
Elections, primary, 240
"*Emancipation Proclamation*," Lincoln's, 126
Employment, 308–313

Field, Cyrus W., 158
Fire department, 246
— prevention, 288–290
Flag of the United States, 334–337
"*Flag Goes By*," 335
Florida discovered, 16
Foch, General, 165, 166
Franchises, 252
Franklin, Benjamin, 61, 109–116
French and Indian War, 60

Georgia settled, 42
Gettysburg, Battle of, 127
"*Gettysburg Address*," Lincoln's, 127
Government of the colonies, 54
Grant, Ulysses S., 131–134

Hague Conference, 160
Hale, Nathan, 87–95
Harvesting machinery, 155
Health department, 247
Holidays, 333
Hooker, Thomas, 44
Howe, Elias, 158
Hudson, Henry, 39
Huguenots, in Florida, 25

"*I Am an American*," 303
Inauguration Day, 219
Independence voted, 76
India, trade with, in fifteenth century, 7–9
Indians, 48
Initiative, 242
Insurance, 319
Irrigation, 157

Jamestown settled, 31–33
Jefferson, Thomas, 104–107
Joliet, Louis, 27
Jury, trial by, 231

Kosciuszko, Tadeusz, 96

Lafayette, Marquis de, 98
La Salle, Robert de, 28
Law and order, 285
Laws, necessity of, 263
— for school attendance, 280
— how made, 209–211
Lease, 318
Legislature, state, 236
— city, 244
Liberty Loans, 165
Libraries, public, 281
Lincoln, Abraham, 122–130
Lincoln-Douglas debate, 124
Locomotive, development of, 153
Long Island, Battle of, 82
Louisiana Purchase, 106
Ludlow, Roger, 46

Magellan, Fernando de, 19–21
Maps:
  Trade Routes in the Fifteenth Century, 8
  Early Explorations in the New World, 14
  Magellan's Voyage around the World, 19
  English Colonies in 1750, 57
  English Colonies in 1763, 63
  United States at the Close of the Revolution, 85
  United States and its Dependencies, 146
  United States of the Present Day, 178
Marquette, Pierre, 27
Maryland settled, 39
Mayflower, 35
"*Mayflower Compact*," 35
Mayor, 244
McKinley, William, 137–140
Mexican War, 120
Mississippi River discovered, 17
Morse, Samuel, 158
Mortgages, 318
Municipal government, 244–253
— ownership, 252
Museums, 283

Naturalization, 294–304
Navigation acts, 70
Newspapers, use of, 282
New Jersey settled, 41
New York settled, 39
North Carolina settled, 41
Notes, 317

Oglethorpe, George, 42
Orders, Fundamental, of Connecticut, 46

Pacific Ocean discovered, 15
Panama Canal, 147, 158
Party organization, 257
Parties, political, principles of, 256
— origin of, 255
Penn, William, 40
Pennsylvania settled, 39
Pershing, General John, J., 165, 167
Pilgrims, 33–37
"*Pledge of Allegiance to the Flag*," 338
— *of Loyalty to the City*," 338
Plymouth settled, 33–37
Police department, 246
Polo, Marco, 7
Ponce de Leon, 16

Postal savings, 329
— service, United States, 323–331
President, duties of, 217
— election of, 258
— qualifications for, 218
Presidents of the United States, 171–174
Pulaski, Casimir, 97
Puritans, 37

Quakers, 39–41
Quebec captured, 62

Raleigh, Sir Walter, 29
Recall, 242
Red Cross, 164
Referendum, 242
Religion, 306
— in colonial times, 51
Representatives, House of, 203
Respect, 287
Revolutionary War, 73–86
— its causes, 70–72
— its close, 84–86
Roosevelt, Theodore, 142–148

St. Augustine settled, 29
School department, 248
Schools, continuation, 279
— evening, 272–274
— high, 278
— plant, 278
— public, 270–272
— special, 278
Senate, United States, 204
Separatists, 34
Sewing machine, invention of, 158
Sheriff, 242
Slavery, introduced in Virginia, 50
— in the United States, 123–125
Smith, John, 31
South Carolina settled, 41
Spanish-American War, 139
Stamp Act, 70
"Star-Spangled Banner," 336
— when written, 119
State government, 232–242
States, divisions of, 235
Steamboat, invention of, 151

Telegraph, invention of, 158
Telephone, invention of, 158
Town meeting, 239
Travel in colonial times, 54
Trenton, Battle of, 82
Trials, criminal, 265

United States in World War, 160–169

Verdict, jury, 265
Verrazano, 25
Vespucius, Americus, 12
Veto, President's, 211
Vice-President, election of, 259
Virginia House of Burgesses, 33
Voters, who are, 236, 303
Voting machines, 261

War of 1812, 117–119
Washington, George, early life of, 60, 65–68
— President, 100–103
Williams, Roger, 38
World War, 160–169
— cost of, 167